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EPSB Meeting Agenda
EPSB Offices, 100 Airport Road, Frankfort, KY 40601
March 17, 2008

Monday, March 17, 2008

9:00 AM EST

Call to Order

Roll Call

Recognition of Former EPSB Member

[Approval of January 14, 2008 Minutes](#) (Pages 1-22)

Open Speak

Report of the Executive Director

- A. Report from the Kentucky Department of Education
(Mr. Steve Schenck)
- B. Report from the Council on Postsecondary Education
(Dr. Jim Applegate)
- C. Legislative Update (Ms. Alicia Sneed)

Report of the Chair

Appointments to the Kentucky Advisory Council on Internships
(KACI)

Appointment of the Master's Redesign Review Committee

Committee Reports

Information/Discussion Items

- A. [16 KAR 5:020. Standards for Admission to Teacher Education, Amendment, Notice of Intent](#)
(Ms. Cindy Owen; Dr. Marilyn Troupe) (**Pages 23-28**)
- B. [16 KAR 3:050. Professional Certificate for Instructional Leadership - School Principal, All Grades, Amendment, Notice of Intent](#) (Dr. Troupe; Mr. Michael Carr; Ms. Sneed)
(**Pages 29-42**)
- C. [Updates to the EPSB Waiver Process](#) (Ms. Sneed) (**Pages 43-46**)
- D. [Awarded Contracts](#) (Mr. Gary Freeland) (**Pages 47-48**)

Action Items

- A. [Approval of Contracts](#) (Mr. Freeland) (**Pages 49-52**)
- B. [16 KAR 7:010. Kentucky Teacher Internship Program, Amendment, Final Action](#) (Ms. Owen) (**Pages 53-84**)

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C. [Approval of the Educator Preparation Program Quality Measurement \(EPPQM\) Committee's Timeline and Recommendations](#)

(Dr. Troupe; Dr. Melissa Miracle) (Pages 85-88)

D. Program Approvals (Dr. Troupe)

1. [Kentucky Wesleyan College: Learning and Behavior Disorders P-12 \(Bachelor's level dual certification with P-5/5-9\)](#) (Pages 89-94)
2. [Murray State University: School Media Librarian Rank I \(Rank change only\)](#) (Pages 95-100)
3. [Lindsey Wilson College: Master of Education \(Rank change only\)](#) (Pages 101-104)

Waiver

[16 KAR 8:020. Request to Waive the Requirements for Rank II – Mr. Robert Miller](#) (Mr. Carr) (Pages 105-107)

Board Comments

Following a motion in open session, it is anticipated that the board will move into closed session as provided by KRS 61.810 (1)(c),(1)(f) and (1)(j).

Certification Review and Revocation: Pending Litigation Review

Following review of pending litigation, the board shall move into open session. All decisions will be made in open session.

Adjournment

Next Regular Meeting:

May 19, 2008

EPSB Offices

Frankfort, KY

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The actions delineated below were taken in open session of the EPSB at the January 14, 2008 regular meeting. This information is provided in summary form; an official record of the meeting is available in the permanent records of the Education Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601

Education Professional Standards Board (EPSB) Summary Minutes of the Business Meeting EPSB Offices, 100 Airport Road, 3rd Floor Frankfort, Kentucky January 14, 2008

Call to Order

Chairman Jim Cibulka convened the meeting at 9:00a.m. (EST).

Roll Call

The following members were present: Lonnie Anderson, Frank Cheatham, Jim Cibulka, John DeAtley/Jim Applegate, Sam Evans, Jennifer Forgy, Rebecca Goss, Mary Hammons, Allan Paul, Zenaida Smith, Bobbie Stoess, Tom Stull, Lorraine Williams, and Cynthia York. Kent Juett, Rita Presley, and Steve Schenck were absent.

Introduction of Secretary Helen Mountjoy

Secretary Helen Mountjoy thanked the board for agreeing to serve the Commonwealth of Kentucky. She acknowledged the importance of the ongoing support of teachers for a successful education system.

Swearing-In and Introduction of New EPSB Members

Notary Public Ashley Abshire administered the oath to the EPSB's new board members, Ms. Mary Hammons and Ms. Bobbie Stoess.

Ms. Bobbie Stoess and Ms. Mary Hammons expressed their delight and honor to serve on the board. Ms. Stoess has taught in Oldham County for thirty years at Crestwood Elementary. Ms. Mary Hammons has taught in the Knox County school system for over thirty years, serving twenty years as a gifted and talented program teacher.

Amendment of January 14, 2008 EPSB Meeting Agenda

Motion made by Ms. Lorraine Williams, seconded by Dr. Frank Cheatham, to amend the January 14, 2008 agenda to remove Action Item B. 16 KAR 7:010. Kentucky Teacher Internship Program, Amendment, Final Action and add Action Item, Waiver C. 16 KAR 5:040. Request to Waive the Cooperating Teacher Eligibility Requirements, Dr. James Cibulka on behalf of Ms. Christi Elkins-Gabbard.

Vote: *Unanimous*

Approval of November 19, 2007 Minutes

Motion made by Ms. Rebecca Goss, seconded by Ms. Jennifer Forgy, to approve the November 19, 2007 minutes.

Vote: *Unanimous*

Recognition of Out-Going EPSB Member Lydia Coffey

Chairman Cibulka recognized Ms. Lydia Coffey for her valuable service to the board. She is the longest serving EPSB member, with her service beginning at the EPSB's inception in 1990. In 1998, Ms. Coffey was reappointed by the governor and served until September 2007.

Ms. Coffey said her service to the board was a life-changing experience that she will never forget. She emphasized the importance of holding institutions accountable and ensuring that they meet the EPSB standards.

Open Speak

There were no requests for Open Speak.

Report of the Executive Director

Report from the Kentucky Department of Education (KDE)

Chairman Cibulka introduced Commissioner Jon Draud. Commissioner Draud addressed the Kentucky Department of Education's three senses of urgency - to receive resources needed for schools to reach proficiency by 2014, to reignite the interest among Kentucky's education stakeholders to help schools reach proficiency, and to develop a proposed budget with reductions requested by the new governor. Commissioner Draud expressed his appreciation for the good service of the EPSB as well as his high regard for the executive director. Chairman Cibulka stated that the board looks forward to working with Commissioner Draud and collaborating closely with the Department of Education.

Report from the Council on Postsecondary Education (report given just prior to action items on the agenda)

Dr. Jim Applegate reported on CPE's 2008-2010 Biennial Budget Request detailed in the publication *Funding Our Future*, describing funding requested for developmental education, STEM initiatives, and information technology initiatives.

Legislative Update

Ms. Alicia Sneed notified the board that the Troops to Teacher amendment bill will be filed by January 25th. Additionally, she explained three EPSB bills of interest. SB 64 proposes to create grant funding for Option 7 programs. HB135 proposes to require civics and literacy training for all teachers. HB 235 proposes that in the event of sexual offenses, the age of consent would change from 16 to 18 and the penalty would increase from a Class A misdemeanor to a Class D felony. Resolutions are still waiting to be filed for board members Allan Paul, Bobbie Stoess, and Mary Hammons.

Local Educator Assignment Data (LEAD) Report

Mr. Carr reported on the Local Educator Assignment Data (LEAD) as positive and not much different from last year. The report showed only 20 people in STI whose schedules did not meet what they are teaching and 32 teachers with insufficient certification. He added that those numbers have continued to improve since sending the report to KDE. He clarified that data from Jefferson County were not included in the report because of the county's conversion to Infinite Campus. A second LEAD report will be conducted in January and February in preparation for the Highly Qualified Report by principals in March.

An Analysis of the Recommendations within the Education Leadership Redesign (ELR) Report

Dr. Kathy O'Neill reported on the eleven recommendations of the ELR report. They are as follows: 1) Incorporate all principal preparation programs and principal support services within dynamic and documented district-university partnerships. 2) Require that all principal preparation programs adopt highly selective admission standards. 3) Redesign the principal preparation curriculum on the competencies shown by research to be necessary for raising student achievement. 4) Redesign all principal preparation courses around structured school-based learning experiences. 5) Implement a redesigned principal induction program providing high quality mentoring and collegial support for new principals through a sequence of experiences and evaluations that are consistent with the school calendar. 6) Further conduct a study on principal working conditions, exploring resources, autonomy, and professional development. 7) Improve standards for the approval and accountability process for professional development required for the renewal of administrator certificates. 8) Develop an electronic tracking system to approve and document high quality professional development for all principals. 9) Establish an interdisciplinary Professional Development Academy to offer specialized professional development for principals in chronically low-performing schools. 10) Require that all new principals pass both state and national tests for administrative licensure within the five-year period preceding the beginning of a principalship. 11) Require that all new and existing doctoral programs in education administration be designed (or redesigned) in conjunction with the redesign of master's degrees for teacher rank change and principal preparation programs.

Dr. O'Neill emphasized that professional development should make people better leaders, not just allow them to renew a license. She recommended that preparation programs be approved by out-of-state panels and that internships be based on performance, not hours. She encouraged Kentucky to collect data to see where we are, to establish the ideal, and then to see what is needed to move Kentucky toward the ideal. She complimented the ELR work groups for finding the appropriate research to support their recommendations as well as the universities for stepping forward to work on university-district partnerships. She concluded by emphasizing the need to make working conditions such that leaders will want to stay in the profession.

Dr. Sam Evans asked for the SREB's assistance in finding resources to develop quality principal preparation programs.

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To address the ELR report recommendations, EPSB regulation amendments for the principal preparation programs will be discussed at the EPSB retreat in February 2008.

Recognition of Out-Going EPSB member Ms. Kristin Gregory

Dr. Jim Cibulka recognized Ms. Kristin Gregory for her outstanding service as an EPSB member. Ms. Gregory served two consecutive board terms.

Ms. Gregory expressed her appreciation for the opportunity to give voice to teachers in Kentucky to ensure that every child has access to a wonderful education. She plans to continue her advocacy.

Report of the Chair

Appointment of Committee to Develop the Summer Retreat Agenda

Chairman Cibulka appointed Jennifer Forgy, Rebecca Goss, Lorraine Williams, and Frank Cheatham to join him on the committee to develop the summer retreat agenda.

Reappointments to the Reading Committee

Chairman Cibulka reappointed Dr. Verna Lowe, Mr. Patrick Brooks, and Ms. Norah Perry to the Reading Committee.

Appointments and Reappointments to the Continuous Assessment Review Committee (CARC)

Chairman Cibulka reappointed Ms. Norma Patrick, Ms. Jane Sykes, and Ms. Marilyn Hughes to CARC. Dr. Carol Garrison, Ms. Anita Barnes, Dr. Christine Price, and Dr. Tony Norman were appointed to the committee.

Committee Reports

There were no committee reports.

Information/Discussion Items

16 KAR 6:010. Written Examination Prerequisites for Teacher Certification, Amendment, Notice of Intent

Ms. Cindy Owen discussed three proposed changes to 16 KAR 6:010. The amendments include making changes to reflect testing options for middle school English, mathematics, and social studies certification; correcting the change in a test name; and providing consistency in capitalization, spacing, and punctuation throughout the regulation. This item will be brought back during the March EPSB meeting for final action.

Report from the Educator Preparation Program Quality Measurement (EPPQM) Committee

Dr. Melissa Miracle reported on the EPPQM committee's nine recommendations. The recommendations are as follows:

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- 1) Replace the Quality Performance Index with multiple accountability and constructive measures instead of one accountability index score.
- 2) Implement constructive measures including program completion rates, service area responsiveness, professional educator data system report data, accreditation status, program review data, and value-added methodologies.
- 3) Use constructive measures such as program completion rates, service area responsiveness, professional educator data system report data, accreditation status, program review data, and value-added methodologies.
- 4) Form subcommittees to develop and implement each of the accountability and constructive measures, with the EPPQM committee acting in an advisory capacity to the sub-committees.
- 5) Do not hold educator preparation units accountable for new measures for at least one year after implementation.
- 6) Develop documentation so that accountability/constructive measures can be used by EPSB staff and board members to reliably determine the quality of each institution's unit. The documentation should be developed during and/or immediately following the development/implementation phase of each measure.
- 7) EPSB staff should gather accountability/constructive measurement information and submit an annual quality review report to the board.
- 8) The decision concerning levels of quality should be based on review of all accountability/constructive measures for each educator preparation unit.
- 9) Unit quality should be defined as satisfactory performance, at risk of low performance, or low performance.

Following Dr. Miracle's presentation, Jim Applegate commented that since CPE uses the QPI, CPE needs to work with the task force on the creation of the new measure. Chairman Cibulka acknowledged the outstanding work of the committee. The committee will bring this item back in the spring for action.

National Board Data Report

Ms. Cindy Owen reported on the local and national results of the National Board Program. Kentucky ranks 8th in the number of new National Board Certified Teachers (NBCTs) and 12th in the total number of NBCTs across the United States.

EPSB Staff Retirement Plan

Deputy Executive Director Gary Freeland reported that approximately four EPSB employees may benefit by retiring in 2008. He assured the board that agency work will not be impacted as a result of these potential retirements.

Report on the Year-to-Date Financial Performance of the Agency's Programs and Operations through December 31, 2007

Mr. Freeland provided the EPSB's financial report through December 31, 2007. He explained that the EPSB's current year budget will not be reduced by 3% like those of many other state agencies; however, the EPSB will not receive additional funding for the

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underfunded Kentucky Teacher Internship Program (KTIP). In order to properly fund the KTIP, the agency may need to use its operating funds and carry over Fiscal Year 2008 expenditures into Fiscal Year 2009. Mr. Freeland further informed the board that all state agencies have been asked to submit a budget request with a 12% reduction. A 12% reduction in funds for the EPSB would be devastating. Board members expressed their concerns about the impact of severe budget cuts on the KTIP program.

2008-001

Motion made by Ms. Zenaida Smith, seconded by Ms. Lorraine Williams, for the board to write a letter to Governor Beshear informing him of the importance of appropriate funding for KTIP and reiterating facts laid out in the KTIP letter sent to former Governor Fletcher.

Vote: *Unanimous*

Action Items

Approval of Contracts

2008-002

Motion made by Mr. Lonnie Anderson, seconded by Dr. Sam Evans, to authorize the executive director to issue an RFP and enter into all contracts awarded from the RFP.

Vote: *Unanimous*

Approval of Performance Learning Systems (PLS) to Provide Remedial Training in Disciplinary Cases

Ms. Alicia Sneed recognized Ms. Kathy Schmied of PLS. Ms. Schmied reported that PLS has reservations about the board's requirement for classroom management remedial training. Currently, the board requires 8-12 hours of professional development. PLS does not believe this is a sufficient amount of time to move a teacher from a remedial classroom management designation to an acceptable one. In an effort to give teachers more time to address their training, PLS plans to offer a free three-month on-line subscription.

2008-003

Motion made by Ms. Lorraine Williams, seconded by Ms. Zenaida Smith, to approve Performance Learning Systems, Inc. to provide remedial training in classroom management.

Vote: *Unanimous*

Continuing Accreditation of the Educator Preparation Unit and Approval of the Initial and Advanced Level Preparation Programs, Asbury College

2008-004

Issue One: Motion made by Dr. Sam Evans, seconded by Dr. Frank Cheatham, to accept the recommendation of the AAC and grant accreditation for Asbury College.

Vote: *Unanimous*

2008-005

Issue Two: *Motion made by Ms. Lorraine Williams, seconded by Ms. Jennifer Forgy, to accept the recommendation of the AAC and grant approval for the initial and advanced level educator preparation programs at Asbury College.*

Vote: *Unanimous*

Continuing Accreditation of the Educator Preparation Unit and Approval of the Initial Level Preparation Programs, Transylvania University

2008-006

Issue One: *Motion made by Dr. Cheatham, seconded by Ms. Forgy, to accept the recommendation of the AAC and grant accreditation for Transylvania University.*

Vote: *Unanimous*

2008-007

Issue Two: *Motion made by Ms. Forgy, seconded by Ms. Williams, to accept the recommendation of the AAC and grant approval for the initial level educator preparation programs at Transylvania University.*

Vote: *Unanimous*

Approval of Educator Preparation Program Addition: 8.0 Environmental Education Endorsement, Grades P-12 (Graduate Level), Western Kentucky University

2008-008

Motion made by Ms. Williams, seconded by Mr. Lonnie Anderson, to approve the proposed educator preparation addition for Western Kentucky University.

Vote: *Yes-13*

Recuse- 1 (Sam Evans)

Approval of Educator Preparation Program Addition: 10.0 Instructional Leadership, School Superintendent, Northern Kentucky University

2008-009

Motion made by Dr. Sam Evans, seconded by Ms. Rebecca Goss, to approve the proposed educator preparation program addition.

Vote: *Unanimous*

Waivers

16 KAR 7:020. Request to Waive the Requirement for Two-Years of Successful Experience as a Certified Principal for Exemption from the Kentucky Principal Internship Program, Ms. Janie Anthony

2008-010

Motion made by Mr. Anderson, seconded by Ms. Zenaida Smith, to deny the waiver request for Ms. Janie Anthony.

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Vote: *Unanimous*

16 KAR 6:010. Request to Waive the Kentucky Assessment Requirements for Middle School and Secondary Social Studies Certification, Mr. Anthony Garcia

2008-011

Motion made by Ms. Cynthia York, seconded by Dr. Evans, to approve the waiver request for Mr. Anthony Garcia.

Vote: *Unanimous*

16 KAR 5:040. Request to Waive the Cooperating Teacher Eligibility Requirements, Dr. James Cibulka on behalf of Ms. Christi Elkins-Gabbard

2008-012

Motion made by Dr. Frank Cheatham, seconded by Ms. York, to approve the waiver request for Dr. Cibulka on behalf of Ms. Christi Elkins-Gabbard.

Vote: *Yes-13*

Recuse-1 (James Cibulka)

Board Comments

The board had no further comments.

DISCIPLINARY MATTERS: MINUTES OF CASE REVIEW January 14, 2008

Motion made by Dr. Frank Cheatham, seconded by Mr. Tom Stull, to go into closed session for the purpose of discussing proposed or pending litigation in accordance with KRS 61.810(1)(c)&(j) and a personnel matter in accordance with KRS 61.810(1)(f).

Vote: *Unanimous*

Motion made by Mr. Lonnie Anderson, seconded by Dr. Cheatham, to return to open session.

Vote: *Unanimous*

The following board members concurred with the actions as listed below with the noted exceptions:

Tom Stull, Zenaida Smith, Allan Paul, Sam Evans, Mary Hammons, Jennifer Forgy, James Cibulka, Frank Cheatham, Bobbie Stoess, Cynthia York, and Lonnie Anderson.

Attorneys present were Alicia A. Sneed and Diane Fleming.

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Motion made by Dr. Sam Evans, seconded by Ms. Zenaida Smith, to accept the job targets submitted by Dr. Rogers as part of his plan of action as Executive Director of the EPSB.

Vote: *Unanimous*

Motion made by Mr. Anderson, seconded by Mr. Stull, to accept the agreed order as presented regarding the accreditation appeal filed by Midway College School of Career Development.

Vote: *Unanimous (Dr. Cibulka, abstained)*

INITIAL CASE REVIEW

<u>Case Number</u>	<u>Decision</u>
07-10180	Dismiss
07-09170	Admonish
07-101723	Defer for proof
07-09167	Defer for proof
07-09168	Hear
07-09175	Admonish
07-10182	Admonish
07-112407	Admonish
07-10179	Hear
07-09176	Dismiss
07-08153	Hear
07-101763	Admonish
07-10178	Hear
07-09169	Hear
07-101846	Defer
07-101626	Hear
07-111903	Admonish
07-09174	Hear
07-10181	Hear
07-101764	Hear
07-09157	Hear
07-08147	Hear
07-101824	Hear
07-09177	Hear
07-101601	Hear
07-09162	Hear
07-10183	Dismiss
07-09171	Admonish
07-09166	Admonish
07-09163	Hear
06-07190	Dismiss

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
05-028	Approve
072161	Approve
072285	Approve
072288	Approve
072488	Approve
072604	Approve
072603	Approve (<i>Dr. Evans, recused</i>)
072683	Approve
07-146	Approve
072783	Defer
072384	Approve
072826	Approve
072825	Approve (<i>Ms. Forgy, recused</i>)
072883	Approve
080007	Approve
080024	Approve
072583	Approve
072645	Deny
080046	Approve
080044	Approve
080045	Approve

Agreed Orders

<u>Case Number</u>	<u>Decision</u>
07-0473 (Linda Smith)	<p>Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher. The Board reminds Respondent that she has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. An educator should not punish student misconduct in ways that cause physical pain and humiliation. The Board will not tolerate any further incidents of misconduct from Respondent.</p> <p>This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that she has received twelve (12) hours of professional development/training in classroom management as approved by the Board, no later</p>

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than August 1, 2008. Any expense incurred for said training shall be paid by Respondent.

Should Respondent fail to satisfy this condition, her certificate shall be suspended and shall remain so until the condition is met.

Vote: *Unanimous*

06-11278(Michael Steinmann)Accept Agreed Order dismissing Case Number 06-11278 without prejudice conditioned upon the following:

On or before January 1, 2008, Respondent shall provide written proof from a licensed and Board approved alcohol/substance abuse counseling program that he has been assessed and complied with all recommended treatment. Any expense for said assessment and treatment shall be paid by Respondent. Failure to comply with this requirement by January 1, 2008 will result in an automatic suspension of Respondent's teaching certificate and it will remain suspended until he completes the training requirements contained in this Agreed Order.

Vote: *Unanimous*

06-11267 (Bruce Raley)

Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher. The Board reminds Respondent that he has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that he has received twelve (12) hours of professional development/training in anger management as approved by the Board, no later than August 1, 2008. Any expense incurred for said training shall be paid by Respondent. Should Respondent fail to satisfy this condition, this Agreed Order shall be deemed null and void and the Board may decide to send the matter for trial.

Vote: *Unanimous*

07-0477 (George Katzman)

Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher. As an experienced educator, Respondent should know the difference

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between personal leave and sick leave. Sick leave is not intended to be used as extra vacation time. The Board will not tolerate any further incidents of misconduct from Respondent.

Vote: *Unanimous*

05-0363 (Jennifer Kays)

Accept Agreed Order admonishing Respondent for her actions that resulted in a DUI conviction. Those actions violate the Professional Code of Ethics for teachers and any further misconduct of this nature will not be tolerated. Further, Respondent has successfully completed her alcohol treatment and evidence of same has been submitted in support of this Agreed Order.

Vote: *Unanimous*

07-0355 (Ann Greenfield)

Accept Agreed Order suspending Respondent's certificate for a period of two years beginning June 4, 2007. Respondent shall surrender the original and all copies of this certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601. Reinstatement of Respondent's certificate is conditioned upon the following.

1. Respondent shall comply with any and all conditions set forth in the Plea Agreement in cases 07-F-006 and 07-M-00533 entered June 5, 2007 by the Calloway District Court.
2. Prior to reinstatement, Respondent shall provide the Board with copies of any and all reports submitted to the Court in compliance with subsections (d) and (e) of the June 5, 2007 Plea Agreement.

Should Respondent violate either of these conditions and/or should the reports submitted in compliance with condition two enumerated above indicate that she has either failed to comply with drug counseling and/or tested positive for any illegal substances or byproducts of illegal substances, her certificate shall not be reinstated.

Following reinstatement, Respondent's certificate shall be subject to the following conditions.

1. In accordance with KRS 161.175, Respondent shall submit to random drug testing to be

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administered by a provider approved by the Board for a period of two years. Any expense for the drug test shall be paid by Respondent. If any drug test is positive for any illegal substances or byproducts of illegal substances, Respondent's certificate shall be automatically suspended for a period of two years and subject to additional sanction by the Board pursuant to KRS 161.120.

2. Respondent shall not be convicted of any crime involving the use of any controlled substance and/or alcohol. Should Respondent violate this condition, her certificate shall be automatically suspended for a period of two years and subject to additional sanction by the Board pursuant to KRS 161.120.

Vote: *Unanimous*

06-0490 (LaSandra Dulin) Accept Agreed Order admonishing Respondent for attempting to strike a student. The Board reminds Respondent that she has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. An educator should only touch students when it is necessary to protect oneself or others, or to provide assistance to a student. The Board will not tolerate any further incidents of misconduct from Respondent. Respondent has retired from the teaching profession. In the event that Respondent decides to re-enter the teaching profession, she must provide written proof to the Board that she has received twelve (12) hours of professional development/training in anger management as approved by the Board, prior to accepting any position which requires certification. If the Board discovers that Respondent has accepted a position without fulfilling this requirement, her certificate shall be suspended until the requirement has been fulfilled. Any expense incurred for said training shall be paid by Respondent.

Vote: *Unanimous*

07-0103 (Wendy Sommer) Accept Agreed Order suspending Respondent's certificate for a period of two (2) years, retroactively to April 13, 2007. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of her certificate to the EPSB, by

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delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. In addition to any educational requirements, reinstatement of Respondent's certificate at the conclusion of the two (2) year suspension period is expressly conditioned upon Respondent providing written evidence that she has complied with the following: Respondent must provide written proof that she has successfully completed the drug court diversion program she entered in Paducah Circuit Court Case No. 07-CR-00076, and has followed through with all court orders related to the case. Following the two (2) year suspension period, Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of two (2) years.

1. By August 1, 2008, Respondent shall undergo a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor as approved by the Board and shall present written evidence to the Board that she has complied with the assessment process and has successfully completed any and all treatment recommendations. If Respondent is not able to complete all treatment recommendations by August 1, 2008, she shall submit quarterly written progress reports from her chemical dependency counselor until such time as the counselor releases her from treatments. If Respondent has not successfully completed all treatment recommendations by the end of the two (2) year probationary period, she agrees that the probationary period shall be extended and she shall submit quarterly written progress reports from the chemical dependency counselor to the Board until such time as the counselor releases her from treatment. Any expense for the assessment, treatment and/or reports shall be paid by Respondent.

2. Respondent shall be subject to random drug testing and shall have no positive drug tests during the two (2) year probationary period.

By entering into this Agreed Order, Respondent agrees that should she fail to satisfy any of these conditions, her certificate shall be automatically suspended for a period of six (6) months. If applicable, at the conclusion of the six (6) month suspension, her certificate shall remain suspended

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until such time as all of the above conditions are met. Respondent is aware that should she violate KRS 161.120 either during or following this two year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

- 06-07189 (Leslie Trimble) Accept Agreed Order which reminds Respondent that he has a duty to maintain the dignity and the integrity of the profession. For future reference, the Board reiterates that making threats or statements that could be perceived as threats, is inappropriate and may be considered a criminal act. Any dispute over a school official's decision should be appealed through the appropriate channels. The Board will not tolerate any further incidents of misconduct from Respondent.
- This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that he has completed training in anger management from a licensed provider, as approved by the Board, no later than December 31, 2007. Any expense incurred for said training shall be paid by Respondent.
- Respondent agrees that should he fail to satisfy the above conditions, his certificate shall be automatically suspended until Respondent provides written proof to the Board that he has completed the conditions.

Vote: *Unanimous*

- 06-07188 (Shana Trimble) Accept Agreed Order which reminds Respondent that she has a duty to maintain the dignity and the integrity of the profession. Any dispute over a school official's decision should be appealed through the appropriate channels. The Board will not tolerate any further incidents of misconduct from Respondent.
- This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that she has completed training in anger management from a licensed provider, as approved by the Board, no later than December 31, 2007. Any expense incurred for said training shall be paid by Respondent.

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Respondent agrees that should she fail to satisfy the above conditions, his certificate shall be automatically suspended until Respondent provides written proof to the Board that he has completed the conditions.

Vote: *Unanimous*

- 06-09240 (William Carney) Accept Agreed Order revoking Respondent's certificate. Respondent shall surrender the original and all copies of his certificate immediately, by first class mail or personal delivery, to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601. Respondent shall neither apply nor be issued a teaching certificate in the Commonwealth of Kentucky for a period of five years beginning September 8, 2006. At the conclusion of the five year revocation period, issuance of any certificate to Respondent or on his behalf is expressly conditioned upon Respondent providing, in addition to proof of any academic requirements, written evidence to the Board that he has successfully completed twelve (12) hours of professional development/training, approved by the Board, in the areas of appropriate teacher/student boundaries, sexual harassment and ethics. Any expense for this training shall be paid by Respondent. Should Respondent fail to satisfy this condition, the Board shall deny any application for certification.

Vote: *Unanimous*

- 07-06105 (David Abbott) Accept Agreed Order suspending Respondent's certificate for a period of nine days beginning April 5, 2008. Respondent shall surrender the original and all copies of this certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601. This agreement is expressly conditioned upon Respondent providing written evidence to the Board, on or before August 1, 2008, that he has successfully completed twelve hours of professional development/training, approved by the Board, in the areas of appropriate teacher/student interactions and ethics. Any expense for this training shall be paid by Respondent. Respondent agrees that should he

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fail to satisfy this condition, his certificate shall be automatically suspended until this condition is met. Finally, the Board admonishes Respondent for using poor judgment in his interactions with a female student. As an educator, it is Respondent's responsibility to avoid any appearance of impropriety by ensuring that his actions toward students are professional and appropriate at all times. He must not only heed the warnings of his superiors, but take it upon himself to continually strive to uphold the dignity and integrity of his profession no matter the circumstances.

Vote: *Unanimous*

07-05102 (Clay Kingsley) Accept Agreed Order suspending Respondent's certificate for a period of one year beginning June 1, 2007. Respondent shall surrender the original and all copies of his certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601. Reinstatement of Respondent's certificate is expressly conditioned upon Respondent providing written evidence to the Board that he has completed 25 hours of community service, approved by the Board. Should Respondent fail to satisfy this condition, his certificate shall remain suspended until this condition is met.

Vote: *Unanimous*

06-05131 (Karen Waters) Accept Agreed Order revoking Respondent's certificate for a period of three (3) years from the date of acceptance of this Order by the Board. During the three (3) year revocation period, Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky. Respondent shall surrender the original certificate and all copies to EPSB, by hand-delivery or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky, 40601. In addition to any educational requirements, re-issuance of Respondent's teaching certificate at the conclusion of the three (3) year period is expressly conditioned upon Respondent providing written evidence to the Board that she has complied with the following:

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1. Respondent shall complete twelve (12) hours of ethics training. Any expense for required training shall be born by the Respondent.
 2. With her application for re-issuance, Respondent shall supply the Board with a current national and state criminal background check. Any expense for the criminal background check shall be born by the Respondent.
 3. With her application for re-issuance, Respondent shall supply to the Board letters of recommendation from two (2) educators with current Kentucky certification in good standing in which the educators attest that Respondent is morally and ethically fit to hold a teaching certificate.
- Failure to meet any of the above conditions will result in Respondent being denied re-issuance of a Kentucky teaching certificate at the conclusion of the three (3) year period.

Vote: *Unanimous*

06-07184 (Kathryn Williams) Accept Agreed Order admonishing Respondent for her failure to notify law enforcement and the parents of a student who was a potential victim of sexual abuse. The Board trusts the members of its profession to exhibit due diligence and exercise extraordinary care of the students entrusted to their supervision. This neglect of duty endangered not only the well-being of the student in question but failed to effectively deter future incidents. Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of two (2) years from the date of acceptance of this Order by the Board.

1. Respondent shall complete twelve (12) hours of ethics training prior to July 31, 2008. Any expense for required training shall be born by the Respondent.
2. Respondent shall complete a four (4) hour course in recognition of, and response to, sexual offenses prior to July 31, 2008. Any expense for required training shall be born by the Respondent.
3. Respondent shall receive no further disciplinary action by any school district in the United States including, but not limited to, admonishment, reprimand, suspension or termination.

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By entering into this Agreed Order, Respondent agrees that should she fail to satisfy any of these conditions, her certificate shall be automatically suspended for a period of one (1) year. If applicable, at the conclusion of the one year suspension, Respondent's certificate shall remain suspended until such time as conditions 1 and 2 are met. Respondent is aware that should she violate KRS 161.120, either during or following this two (2) year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

05-11207 and 06-11263 (Thomas Byrd) Accept Agreed Order suspending Respondent's certificate for a period of thirty (30) days beginning February 1, 2007 to March 1, 2007. Further, Respondent must complete twelve (12) hours of professional development in the area of proper boundaries between teacher and student by June 30, 2008. Failure to comply with this training requirement will result in a suspension of Respondent's certificate until this requirement has been met.

Vote: *Unanimous*

06-05112 (Danny Barnett) Accept Agreed Order dismissing Case Number 06-05112 without prejudice, conditioned upon the following:
On or before January 1, 2008, Respondent shall provide written proof from his treating physician that he is physically and psychologically fit to return to the classroom. Respondent has successfully met this condition and, therefore, Case Number 06-05112 shall be dismissed without prejudice.

Vote: *Unanimous*

06-05119 (Jon Farley) Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher. The Board reminds Respondent that as principal, he is expected to be familiar with and to follow the relevant laws and regulations regarding SBDM council. The Board will not tolerate any further incidents of misconduct from Respondent.

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This agreement is expressly conditioned upon Respondent providing written evidence to the Board that he has satisfied the following condition:

Respondent must provide written proof to the Board that he has completed a Board approved training course in School Based Decision Making, no later than August 1, 2008. Any expense for this professional development/training shall be paid by Respondent. By entering into this Agreed Order, Respondent agrees that should he fail to satisfy any of these conditions, his certificate shall be automatically suspended until such time as all of the above conditions are met.

Vote: *Unanimous*

06-0487 (Pamela Ashley)

Accept Agreed Order reminding Respondent that she has a duty to take reasonable measures to preserve the health, safety, and emotional well-being of students. For future reference, the Board reiterates that making threats, or statements that could be perceived as threats, is not an appropriate way to manage the classroom environment. This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that she has received professional development/training in appropriate classroom management/discipline, as approved by the Board, no later than December 31, 2007. Any expense incurred for said training shall be paid by Respondent. Simultaneous with submission of this order to the Board for approval, Respondent is required to provide written verification from her physician that she is medically fit to continue in her position as a classroom teacher. Respondent agrees that should she fail to satisfy the above conditions, her certificate shall be automatically suspended until Respondent provides written proof to the Board that she has completed the conditions.

Vote: *Unanimous*

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Findings of Fact, Conclusions of Law and Recommended Orders

Consideration of the following matter took place with attorney Alicia A. Sneed out of the room.

Case Number

Decision

05-09178 (Clifford Jackson)

Adopt the Hearing Officer's Findings of Fact, Conclusions of Law, and Recommended Order of Default and issue an order revoking Respondent's certificate for a period of five (5) years.

Vote: *Unanimous*

Motion made by Dr. Evans, seconded by Ms. York, to adjourn the meeting.

Vote: *Unanimous*

Meeting adjourned at 4:15 p.m.

Next Meeting: March 17, 2008
9:00 AM
EPSB Board Room
Frankfort, Kentucky

Agenda Book
**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

[Information/Discussion Item A](#)

Information Item:

16 KAR 5:020. Standards for Admission to Teacher Certification, Notice of Intent

Applicable Statutes and Regulation:

KRS 161.028

16 KAR 5:020

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Background:

16 KAR 5:020 establishes the standards for admission into an educator preparation institution. Section 3 lists the options an educator preparation unit shall implement regarding assessment plans for candidate admission if that unit has been identified as "low performing" or "at risk of low performing" pursuant to 16 KAR 5:010.

Plan II of Section 3 provides an educator preparation institution with the option of requiring state minimum scores on the Communications Skills and General Knowledge portions of the Praxis tests; however, these tests are no longer offered by the Educational Testing Service (ETS). So, language pertaining to these tests is being deleted.

Plan III (Plan II in the revised regulation) provides the option for an educator preparation institution to offer a computer-based format of the Praxis I *Pre-Professional Skills Test*, with cut-scores for reading at 320, mathematics at 318, and writing at 318. ETS no longer offers these computer-based tests. So, language pertaining to these tests is being deleted.

Plan V (Plan IV in the revised regulation) of Section 3 provides an educator preparation institution with the option of requiring a minimum composite score of 990 and the writing assessment on the SAT I; however, ETS now refers to the SAT I as only "SAT" and it has been revised to include three sections as opposed to two. The old sections were critical reading and mathematics, with an optional writing component. The new test comprises critical reading, mathematics, and writing. Although the College Board does not plan to provide a concordance table, due to the different constructs of the tests, it has made data available to show the percentile rankings of both tests. Using these data, comparable scores can be generated from the old version to the new one. Since the test constructs have changed, and writing is now included as a component of the SAT, language is being proposed to adjust the score and delete the unnecessary phrase "and writing assessment."

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The Division of Educator Preparation reviewed Sections 1, 2, and 4 to update the terminology and align the language with current policy since changes were last made to this regulation in 2002. The deleted statements are no longer relevant to the current reporting requirements.

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Executive Director

Date:

March 17, 2008

16 KAR 5:020. Standards for admission to teacher education.

RELATES TO: KRS 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an educator preparation [a teacher education] institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.030 requires that a certificate shall be issued to a person who has completed a program approved by the Education Professional Standards Board. This administrative regulation establishes the standards for admission to a teacher education program.

Section 1. Selection and Admission to Teacher Education Programs. (1) In addition to appropriate National Council for Accreditation of Teacher Education standards incorporated under 16 KAR 5:010, each teacher education institution shall develop and publish a plan of selection and admission of [teacher] candidates for the educator preparation [teacher education] program, which shall include:

(a) Tests to measure general academic proficiency;

(b) An evaluation of the candidate's disposition for the education profession;

and

(c) Affirmation that candidates are provided a review of the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR 1:020, to ascertain awareness, knowledge, and commitment as required for state educator

1 certification. [~~Review of the Professional Code of Ethics for Kentucky School~~
2 ~~Personnel established in 16 KAR 1:020; and~~

3 ~~— (d) A declaration signed by each teacher candidate affirming a commitment~~
4 ~~to upholding the code and acknowledging awareness of information required for~~
5 ~~state certification.]~~

6 (2) The teacher education institution shall file the plan with the Education
7 Professional Standards Board.

8 Section 2. Tests to Measure General Academic Proficiency. (1) The teacher
9 education institution shall determine whether each candidate [~~applicant~~] exhibits
10 an acceptable level of competency in oral and written communication as an
11 admission requirement.

12 (2) A candidate [~~student~~] who plans to apply for admission to an educator
13 preparation [~~a teacher preparation~~] program shall provide to the teacher
14 education institution official scores of tests to measure general academic
15 proficiency. A person shall not be permitted to apply for admission to a
16 preparation program leading to certification as a teacher without first providing
17 evidence of meeting the general academic proficiency requirement.

18 (3) The teacher education institution shall select the means of evidence for
19 meeting the general academic proficiency requirement, which may include a
20 combination of:

21 (a) College admission exams;

22 (b) Praxis I exams administered by the Educational Testing Service;

23 (c) Other assessments; or

24 (d) Grade point average.

Section 3. (1) An educator preparation unit identified as "low performing" or "at risk of low performing" pursuant to 16 KAR 5:010 shall implement one (1) or more of the following assessment plans for candidate admission:

(a) Plan I. A minimum composite score of 21 on the American College Test (ACT);

(b) Plan II. Pre-Professional ~~[The state minimum scores on the Communication Skills and General Knowledge portions of the Praxis tests reevaluated and approved by the Education Professional Standards Board;~~

~~—(c) Plan III. Preprofessional]~~ Skills Test (PPST) results, the [a] minimum scores as listed below ~~[either on the]~~:

1. ~~[Written format:~~

~~—a.] Reading 173;~~

2. [b.] Mathematics 173; and

3. [c.] Writing 172.]; or

~~2. Computer-based format:~~

~~—a. Reading 320;~~

~~—b. Mathematics 318; and~~

~~—c. Writing 318;]~~

(c) Plan III. ~~[(d) Plan IV.]~~ Graduate Record Examination (GRE) General Tests. Each institution shall establish a minimum passing score on the GRE for admission when the entry into the educator ~~[teacher]~~ preparation program is at the graduate level. In addition, each institution shall administer or require a writing assessment and verify the minimum writing competency for each candidate ~~[applicant]~~; or

1 (d) Plan IV. [~~(e) Plan V.~~] SAT [~~I~~], a minimum composite score of 1470 [~~990~~
2 ~~and writing assessment~~].

3 (2)(a) An educator preparation unit identified as "low performing" or "at risk of
4 low performing" pursuant to 16 KAR 5:010 shall require a candidate to obtain a
5 cumulative grade point average of 2.50 on a 4.0 scale for admission to educator
6 preparation [~~teacher education~~].

7 (b) A candidate who does not meet the grade point average established in
8 paragraph (a) of this subsection shall possess a grade point average of 3.0 on a
9 4.0 scale on the last sixty (60) hours of credit completed, including
10 undergraduate and graduate coursework, for admission to teacher education.

11 Section 4. Annual Report. (1) Each teacher education unit [~~institution~~] shall
12 submit an electronic report annually to the Education Professional Standards
13 Board, that includes program [~~including the following information:~~

14 — ~~(1) Demographic~~] data on candidates [~~students~~] admitted to educator
15 preparation programs. [~~teacher preparation;~~

16 — ~~(2) The scores of the admission tests for each applicant, including scores for~~
17 ~~an applicant denied admission; and~~

18 — ~~(3) The grade point average for each applicant, including the grade point~~
19 ~~average — for — an — applicant — denied — admission.]~~

Agenda Book
EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Information/Discussion Item B

Information Item:

16 KAR 3:050. Professional Certificate for Instructional Leadership - School Principal, All Grades, Amendment, Notice of Intent

Applicable Statutes and Regulation:

16 KAR 3:050
KRS 161.027
KRS 161.028

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Goal 4: Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Goal 5: Every credentialed educator is provided a safe and supportive school environment and culture that is conducive to effective teaching and increased student achievement.

Background:

- The 2006 General Assembly passed House Joint Resolution 14 (HJR14) which instructed the executive director of the EPSB, in cooperation with the president of CPE and the Commissioner of Education, to convene a task force to present recommendations on the redesign of Kentucky's system for preparing and supporting principals.
- In August of 2006 the Education Leadership Redesign (ELR) task force convened with 30 members and met for nearly one year.
- During the October 22, 2007 the EPSB received a copy of the task force report that included eleven recommendations.
- On November 5, 2007 the task force presented its recommendations to the Interim Joint Committee on Education.
- On January 14, 2008 an analysis of the task force recommendations was presented to the EPSB by Dr. Kathy O'Neill, who served as the external consultant to the task force.
- During the EPSB winter retreat on February 17, 2008, the EPSB reviewed 16 KAR 3:050 as amended to include the recommendations of the ELR task force.

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Executive Director

Date:

March 17, 2008

16 KAR 3:050. Professional certificate for instructional leadership - school principal, all grades.

RELATES TO: KRS 161.020, 161.027, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.027, 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 requires that a teacher or other professional school personnel hold a certificate of legal qualification for the respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. Additionally, KRS 161.027 specifically requires a preparation program for principals. A teacher education institution shall be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. This administrative regulation establishes the preparation and certification program for school principals, at all grade levels.

Section 1. Definitions. (1) "Level I" means the standards-based program of studies designed for minimal preparation to serve in the position of instructional leadership - school principal.

(2) "Level II" means the standards-based program of studies to attain the first five (5) year renewal of the certificate for the position of instructional leadership - school principal.

Section 2. Conditions and Prerequisites. (1) The provisional and professional certificate for instructional leadership - school principal shall be issued to an applicant who has completed an approved program of preparation and requirements, including assessments.

(2) The provisional and professional certificate for instructional leadership - school principal shall be valid for the position of school principal or school assistant principal for all grade levels.

(3) Prerequisites for admission to the program of preparation for the provisional and professional certificate for instructional leadership - school principal shall include:

(a) A master's degree;

(b) Three years of documented teaching experience in a public school or a nonpublic school which meets the state performance standards as established in KRS 156.160;

(c) A written statement documenting the candidate's skills and understandings in the following areas:

1. Ability to improve student achievement;

2. Leadership; and

3. Advanced knowledge of curriculum, instruction, and assessment. and

(d) A signed agreement from a school district pledging support that includes opportunities for the candidate to participate in a high quality practicum experience.

~~[Qualification for a Kentucky classroom teaching certificate;~~

~~— (b) Successful completion of a generic test of communication skills, general knowledge, and professional education concepts approved by the Education Professional Standards Board as a condition for the issuance of a Kentucky classroom teaching certificate or other test authorized for this purpose by the appropriate state agency recognized by the Education Professional Standards Board through contract with the Interstate Agreement on Qualification of Educational Personnel; and~~

~~1 (c) Successful completion of the Kentucky Teacher Internship Program, as provided~~
~~2 in 16 KAR 7:010, or two (2) years of successful teaching experience outside the state of~~
~~3 Kentucky.]~~

4 Section 3. Kentucky Administrator Standards for Preparation and Certification. (1)
5 The approved program of preparation for the provisional certificate for instructional
6 leadership - school principal shall:

7 (a) Prepare a candidate for the position of school principal as specified in the
8 standards included in:

9 1. The " Educational Leadership Policy Standards: ISLLC 2008 "; and

10 2. The "Technology Standards for School Administrators".

11 (b) Document candidate performance using the aspiring principal indicators as
12 stipulated in the "Kentucky Cohesive Leadership System Continuum for Principal
13 Preparation and Development."

14 ~~[Include a master's degree in education; and~~

15 ~~— (b) Be designed to:~~

16 ~~— 1. Address recommendations of relevant professional organizations including:~~

17 ~~— a. The National Policy Board for Educational Administration;~~

18 ~~— b. The University Council for Educational Administration;~~

19 ~~— c. The National Council of Professors of Educational Administration;~~

20 ~~— d. The National Association of Secondary School Principals;~~

21 ~~— e. The Collaborative for Technology Standards for School Administrators; and~~

22 ~~— f. The American Association of School Administrators; and~~

~~2. Prepare a candidate for the position of School Principal as specified in the standards included in "Interstate School Leaders Licensure Consortium Standards for School Leaders" and "Technology Standards for School Administrators".~~

~~(2) The Interstate School Leaders Licensure Consortium Standards for School Leaders are as follows:~~

~~(a) School leader standard 1. A school administrator is an instructional leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;~~

~~(b) School leader standard 2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;~~

~~(c) School leader standard 3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;~~

~~(d) School leader standard 4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;~~

~~(e) School leader standard 5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner; and~~

~~(f) School leader standard 6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.~~

~~(3) The Technology Standards for School Administrators are as follows:~~

~~(a) Technology standard 1. Leadership and vision. Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.~~

~~(b) Technology standard 2. Learning and teaching. Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.~~

~~(c) Technology standard 3. Productivity and professional practice. Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.~~

~~(d) Technology standard 4. Support, management, and operations. Educational leaders ensure the integration of technology to support productive systems for learning and administration.~~

~~(e) Technology standard 5. Assessment and evaluation. Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.~~

~~(f) Technology standard 6. Social, legal, and ethical issues. Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.]~~

Section 4. Principal Preparation Programs. (1) All principal preparation programs approved or accredited by the EPSB prior to May 31, 2009 shall no longer be approved or accredited as of December 31, 2011.

(a) A principal preparation program approved by the EPSB prior to May 31, 2009 shall cease admitting new candidates after December 31, 2011.

(b) Candidates admitted to a principal preparation program approved by the EPSB prior to May 31, 2009 shall complete the program by January 31, 2014.

(c) An institution of higher learning with a principal preparation program approved by the EPSB prior to May 31, 2009 may submit a redesigned program for approval pursuant to the requirements of subsection (2) of this section beginning May 31, 2009.

(d) An institution's redesigned principal preparation program may become operational beginning January 1, 2010, if the institution:

1. Submits a redesigned principal preparation program for review pursuant to the requirements of subsection (2) of this section; and

2. Receives approval of the redesigned program by the EPSB pursuant to Section 22 of 16 KAR 5:010.

(e) Institutions submitting a redesigned principal preparation program shall not be subject to any submission dates for program approval until December 31, 2012.

(f)1. The EPSB shall appoint a Principal Preparation Program Redesign Review Committee to conduct reviews of redesigned principal preparation programs submitted for approval between May 31, 2009 and December 31, 2012.

2. Principal preparation programs submitted for approval between May 31, 2009 and December 31, 2012 shall not be reviewed by the Continuous Assessment Review Committee, Content Program Review Committee, or the Reading Committee prior to

presentation to the EPSB pursuant to Section 22(2) of 16 KAR 5:010 but shall be reviewed by the Principal Preparation Program Redesign Review Committee.

3.a. After review of a principal preparation program, the Principal Preparation Program Redesign Review Committee shall issue one (1) of the following recommendations to the Educational Professional Standards Board:

i. Approval;

ii. Approval with conditions; or

iii. Denial of approval.

b. The EPSB shall consider recommendations from staff and the Principal Preparation Program Redesign Review Committee and shall issue a decision pursuant to Section 22(4) of 16 KAR 5:010.

(2) Beginning May 31, 2009, in addition to the requirements Section 22 of 16 KAR 5:010, the educator preparation unit shall prepare and submit to the EPSB for each principal preparation program for which the institution is seeking approval a concise description of the preparation program which shall provide the following documented information:

(a) Signed collaborative agreements with school districts that include but are not limited to the following:

1. Joint screening of principal candidates by both district and university;

2. Joint identification of potential program leaders and mentors;

3. District and university co-design and co-delivery of courses; and

4. The manner in which the principal preparation program is based on the identified leadership needs of the district(s);

1 (b) The protocol for screening applicants that ensures the identification and
2 admission of high quality candidates into the program;

3 (c) A matrix that illustrates the alignment between the standards and
4 performance indicators identified in Section 3 of this administrative regulation and the
5 program's curriculum and field experiences;

6 (d) A syllabus for each of the required courses identified in the documentation in
7 subsection (c) of this section;

8 (e) The program's plan to collaborate with academic disciplines and programs
9 outside of the field of education in order to supplement the candidate's knowledge and
10 skills set;

11 (f) The program's plan to collaborate with district(s) in providing high quality field
12 experiences that:

13 1. Enhance courses throughout the entire program;
14 2. Ensure that the candidate has a continuum of school-based experiences that
15 range from observing, to participating, to leading; and

16 3. Expose the candidate to diverse student populations and school
17 environments;

18 (g) The program's plan to use rigorous formative and summative evaluations of
19 each candidate's:

20 1. Knowledge and skills to advocate, nurture, and sustain a school culture that
21 promotes and supports high levels of learning for all students; and

1 2. Knowledge and skills to manage a school for efficiency, accountability, and
2 safety; and

3 (h) The program's plan to require all candidates to conduct a capstone project
4 and defend it to a panel of program faculty and practicing school administrators at the
5 end of Level I preparation.

6 Section 5. Assessment Prerequisites for the Provisional Certificate for Instructional
7 Leadership - School Principal. An applicant for certification as a school principal,
8 including vocational principal, shall attain the specified minimum score on the
9 assessments required by 16 KAR 6:030.

10 Section 6. ~~[5-]~~ Statement of Eligibility for Internship. (1) A statement of eligibility for
11 internship for the provisional certificate for instructional leadership - school principal
12 shall be issued for a five (5) year period to an applicant who:

13 (a) Has successfully completed an approved program of preparation;

14 (b) Has three (3) years of full-time teaching experience; and

15 (c) Has successfully completed the appropriate assessment requirements for the
16 school principal certification or qualifies for a one (1) year period of completion of
17 assessments under KRS 161.027(6).

18 (2) Application shall be made on Form TC-1.

19 (3) A request for renewal of the Statement of Eligibility pursuant to KRS 161.027 (7)
20 shall be made on a TC-2 .

21 Section 7. ~~[6-]~~ (1) A professional certificate for instructional leadership - school
22 principal, level I, shall be issued upon successful completion of the principal internship
23 as provided in KRS 161.027 and 16 KAR 7:020.

(2) The renewal of the professional certificate for instructional leadership - school principal, level I, shall require a recommendation from the approved recommending authority regarding the successful completion of an approved level II program. The certificate shall be valid for five (5) years.

(3) Pursuant to ~~[In addition to the requirements of]~~ KRS 161.027(9), each subsequent five (5) year renewal of the professional certificate for instructional leadership - school principal, level II, shall require:

~~—(a)]~~ successful completion of two (2) years of experience as a school principal within the preceding five (5) years.~~];~~

(4) [(b)] If the applicant has not successfully completed the two (2) years of experience, pursuant to KRS 161.027(9), each subsequent five (5) year renewal of the professional certificate for instructional leadership - school principal, level II, shall require:

(a) [4-] Completion of three (3) semester hours of additional graduate credit directly related to the position of school principal for each required year of experience the applicant has not completed; or

____(b) [2-] Successful completion of forty-two (42) hours of approved training selected from programs approved by the Kentucky Effective Instructional Leadership Training Program provided in KRS 156.101.

Section 8. ~~[7-]~~ Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "Educational Leadership Policy Standards: ISLLC 2008" ~~"Interstate School Leaders Licensure Consortium Standards for School Leaders, 1996, the Council of Chief State School Officers";~~

1 (b) "Form TC-1, rev. 10/02 ";

2 (c) "Form TC-2, rev. 10/02";

3 (d) [and

4 —(e)]"Technology Standards for School Administrators", 2001, Collaborative for
5 Technology Standards for School Administrators; and

6 (e) "The Kentucky Cohesive Leadership System Continuum for Principal
7 Preparation and Development," 2008, Kentucky Department of Education.

8 (2) This material may be inspected, copied, or obtained, subject to applicable
9 copyright law, at the Education Professional Standards Board, 100 Airport Drive, Third
10 Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

11 ~~[(3) This material may also be obtained from the Council of Chief State School~~
12 ~~Officers, Attn: Publications, One Massachusetts Avenue, NW, Suite 700, Washington,~~
13 ~~DC 20001-4431.]~~

Agenda Book
**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item C

Information Item:

Updates to the EPSB Waiver Process

Applicable Statutes and Regulation:

KRS 161.028(1)(r)

Applicable Goal:

All Goals.

Background:

The Education Professional Standards Board (EPSB) is one of the few state regulatory boards with the ability to waive its own regulations. The EPSB's waiver authority originates in KRS 161.028(1)(r) which states that the EPSB has the authority and responsibility to:

Waive a requirement that may be established in an administrative regulation promulgated by the board. A request for a waiver shall be submitted to the board, in writing, by an applicant for certification, a post secondary institution, or a superintendent of a local school district, with appropriate justification for the waiver. **The board may approve the request if the person or institution seeking the waiver has demonstrated extraordinary circumstances justifying the waiver.** Any waiver granted under this subsection shall be subject to revocation if the person or institution falsifies information or subsequently fails to meet the intent of the waiver. (emphasis added)

This section of the EPSB's authorizing statute was enacted in July of 1998 and the EPSB adopted the original Waiver Request Procedure on September 28, 1998. This policy which is attached in its current form has been updated twice since its original approval by the board. Each individual requesting a waiver is required under the outlined procedure to "set forth all facts to support the extraordinary circumstances necessary for waiver."

During the winter retreat, the board discussed several changes to the waiver system that staff is proposing to pilot over the next few months prior to requesting amendments to the waiver policy. The board discussed specifically defining extraordinary circumstances, but since extraordinary circumstances are fact specific, the consensus was to develop a more efficient process to present the process problems, health issues, or other mitigating factors alleged by the requester to be extraordinary circumstances.

The first proposed change is inclusion of a one page form with all waiver requests that will act as a summation of the waiver request for board review. On this form which is attached for your comment and review, the requester will be required to detail the action he/she is requesting the board to approve, the extraordinary circumstances justifying the waiver, and any mitigating factors or efforts to comply with the regulation as written taken by the requester. In addition to the form submitted by the requester, the staff note presenting the waiver shall also specifically

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list the extraordinary circumstances cited by the requester or note that the requester has failed to state extraordinary circumstances.

In order to more efficiently deal with uncontroversial waiver requests, a board consent agenda will be developed for any waivers which receive a staff recommendation. This consent agenda will be reviewed by a three member committee prior to the regular scheduled board meeting and the chair of the committee will bring the consent agenda to the board for approval. If the committee feels the waiver should be fully reviewed by the entire board, it may remove the waiver from the consent agenda and place it for consideration with the other action items presented at that meeting. In addition, a board member may remove a waiver from the consent agenda for full discussion, if he or she disagrees with or needs more information regarding the proposed action.

In an effort to reduce the amount of waivers the board reviews, staff will request blanket waivers in situation in which the regulation is repeatedly being waived for the same type of extraordinary circumstances, such as requirements for a cooperating teachers. This will not only assist the board, but will reduce the amount of paperwork required by the educator preparation institutions requesting these types of waivers. In addition, staff is proposing that test reciprocity waiver requests also be granted as a blanket waiver. Testing reciprocity waivers are fully reviewed by the staff to determine whether the out of state test is compatible with the Kentucky prescribed tests.

Over the next few board meeting these changes will be implemented and refined as needed with anticipation of presenting any necessary changes to the waiver request procedure at the June and August meetings. A proposed Waiver Request Form is under separate cover.

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Executive Director

Date:

March 17, 2008

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EDUCATION PROFESSIONAL STANDARDS BOARD

**WAIVER REQUEST
PROCEDURE**

Approved September 28, 1998
AMENDED AUGUST 14, 2000; AUGUST 26, 2002

Pursuant to KRS 161.028(1)(r), the Education Professional Standards Board (hereinafter “the Board”) has been given the authority to waive regulatory requirements. (Statutory requirements cannot be waived.) The following procedure shall be followed for any request for waiver.

1. All requests for waiver shall be submitted in writing to the Board’s Executive Director at least 30 days before the next regularly scheduled board meeting. Each waiver request shall set forth all facts to support the extraordinary circumstances necessary for waiver and shall stipulate the specific regulation for which waiver is requested.
2. The waiver request, along with all supporting documentation, shall be included in the agenda materials for the next Board meeting. The waiver request agenda item shall be assigned to a Board committee for initial review and recommendation.
3. The Executive Director shall send a letter to the applicant notifying him/her of the date, time, and location of the Board meeting at which his/her request will be considered. The Board, including members of the Board committee, will have sole discretion in determining whether or not the applicant may address the Board.
4. At the Board meeting, during open session, committee members shall consider the request for waiver, along with any attached supporting documentation. Subsequently, the committee shall make a recommendation to the Board. The Board shall vote in open session on the committee’s recommendation and render a final decision.
5. The Executive Director shall notify the applicant in writing of the decision of the Board.
6. A disability as defined in the Americans with Disabilities Act of 1990, 42 USC 12101, may form the basis for a waiver request. For more information, please contact the Board’s Section 504/ADA Coordinator, Brenda Allen, at 1024 Capital Center Drive, Suite 225, Frankfort, KY 40601.

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item D

Information Item:

To inform the EPSB about contracts and amendments which were signed by the executive director since the previous EPSB board meeting.

Applicable Statutes and Regulation:

KRS 161.028 (1) (v) (d)

KRS 161.017 (3)

Applicable Goal:

Goal 6: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Background:

KRS 161.028 (1) (v) authorizes the EPSB to enter into contracts and KRS 161.017 (3) stipulates that with board approval the executive director may enter into agreements "...to enlist assistance to implement the duties and responsibilities of the board." The EPSB approved procedures for seeking approval and authorization for entering contractual agreements at the October 23, 2006 EPSB meeting.

The following contracts were completed and signed by the executive director after approval was given by the board at the November 19, 2007 board meeting.

KEDC	National Board Mentoring		Jan 2008 – June 2008		\$34,925
NKCES					\$19,050
OVEC					\$38,100
WKEC					\$38,100
GRREC					\$15,875
Fayette County					\$19,050
Jefferson County					\$27,940
Muhlenberg County					\$12,700
Oldham County					\$15,875
Corbin Independent		↓		↓	\$9,525
Graves county					\$7,620
Marion County					\$12,700
Franklin County					\$12,700

Groups/Persons Consulted:

N/A

Contact Person:

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Executive Director

Date:

March 17, 2008

Agenda Book
EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

[Action Item A](#)

Action Item

EPSB staff requests approval to authorize the executive director to enter into contracts to conduct normal business operations.

Applicable Statutes and Regulation

KRS 161.028 (1) (v) (d)

KRS 161.017 (3)

Applicable Goal

Goal 6: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Issue

Should the Education Professional Standards Board (EPSB) authorize the executive director to enter into the specified contracts to conduct normal business operations?

Background

KRS 161.028 (1) (v) authorizes the EPSB to enter into contracts and KRS 161.017 (3) stipulates that with board approval the executive director may enter into agreements "...to enlist assistance to implement the duties and responsibilities of the board." The EPSB approved procedures for seeking approval and authorization for entering financial agreements at the October 23, 2006 EPSB meeting.

Purpose of the contracts:

1. EPSB staff requests approval to begin the competitive bidding process and enter into the following proposed contracts. All of these contracts have been included in the EPSB biennial budget request. The number of hours to be worked for the education consultants and program assistants has been reduced to help accommodate the budget reductions that were submitted in the Governor's recommended budget. Without any further reductions to the budget, there will be adequate funding to continue these services at these recommended amounts. Typically, these contracts are issued for a two-year period coinciding with the biennial budget period. The contract amounts in the table below are for two years and include compensation for professional services (employer contributions to FICA or KTRS and Medicare included), travel expenses, and miscellaneous expenses such as printing and postage. Under separate cover are detailed descriptions of the services for each position.

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CONTRACT TYPE	CONTRACT POSITION/ # NEEDED	CONTRACT PERIOD	CONTRACT AMOUNT
Individuals - RFP	Lawyers / Legal - 5	July 2008 – June 2010	\$246,000.00
Individuals - RFP	Investigators / Legal - 2	July 2008 – June 2010	\$112,000.00
Individual – RFP	Program Assistant / PLA - 1	July 2008 – June 2010	\$64,590.00
Individual – RFP	Program Assistant / EP – 1	July 2008 – June 2010	\$66,590.00
Vendor – RFP	eLearning Service Provider - 1	July 2008 – June 2010	\$146,000.00
Individual – RFP	Education Consultant / EP - 1	July 2008 – June 2010	\$137,340.00
Individuals – RFP	Program Assistant / EP - 2	July 2008 – June 2010	\$129,180.00

- Due to greater enrollment in the National Board for Professional Teaching Standards (NBPTS) program than originally planned, the Green River Regional Education Cooperative contract needs to be amended to provide enough funding to pay the mentoring fees.

- Approximate cost of the amendments: \$675
- Impact on budget: These expenditures were included in the FY 2008 budget and will be offset by other contracts that have fewer candidates than expected.
- Type of entity providing service: Education agencies
- Bidding process: Not required to bid.
- Singular vs. continuing service: Singular

Alternative Actions

- Authorize the executive director to issue an RFP and enter into all of the contracts awarded from that RFP.
- Do not approve the issuance of the RFP and awarding of the contracts.
- Authorize RFP and request further review of contract awards before completion.

Staff Recommendation

Alternative 1

Rationale

These contracts are consistent with current operations and will be necessary to continue program services in the areas that they support.

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Executive Director

Date:

March 17, 2008

Agenda Book
**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item B

Action Item:

16 KAR 7:010. Kentucky Teacher Internship Program, Final Action

Applicable Statute or Regulation:

KRS 161.030

16 KAR 7:010

Applicable Goals:

Goal 4: Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Background:

In October 2002 the United States Department of Education awarded the Education Professional Standards Board a Title II Teacher Quality Enhancement Grant, which proposed investigating an alternative teacher performance assessment to replace the assessment used in the Kentucky Teacher Internship Program (KTIP). Through the grant, the Kentucky Teacher Internship Program Teacher Performance Assessment (KTIP TPA) was designed.

In June 2006, the Education Professional Standards Board voted to adopt the Teacher Performance Assessment for use in KTIP and implement a phase-in schedule that allowed local districts and schools to use the KTIP TPA on a volunteer basis during 2006-2007 and 2007-2008 with mandatory use by all new interns beginning KTIP on or after January 1, 2008.

During the 2006-2007 school year, 271 interns completed the KTIP TPA. Through KTIP TPA trainings and these internships, input was gathered, and in November 2007, the Education Professional Standards Board reviewed proposed changes to 16 KAR 6:010 and the KTIP Intern Performance Record.

Staff now presents to the Board for action the following proposed changes in the attached regulation and the KTIP Intern Performance Record:

Page 55	Lines	12-14	Definition of Confirmation of Employment
Pages 56-57,	Lines	16-9	Requirements of the TPA
Page 57,	Lines	10-12	Reference to the scoring rubrics in the TPA IPR
Page 59,	Lines	3-4	Timeline for assigning a Teacher Educator
Page 59,	Lines	6-7	Timeline for submission of Confirmation of Employment
Page 65,	Lines	13-16	Delete hours approved for RTs entering time into IMS
Pages 69-70,	Lines	20-10	Submitting documents for unsuccessful internships
Page 69,	Lines	22-23	Delete the final report accompanying resource teacher time sheet

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Page 71,	Lines 10-14	Delete that EPSB shall contract with the local district, or make other appropriate arrangements, for the employment of substitute teachers
Page 71,	Lines 18-20	Add language that, contingent upon funding, EPSB shall provide an amount not to exceed \$1,400 to each resource teacher as compensation for out-of-class time spent with the teacher intern
Page 72,	Lines 10-12	Delete statement that EPSB staff shall refuse RT payment
Pages 72-73,	Lines 16-18	Delete old Section 8 referring to TPA use by certain dates
Pages 74-75,	Lines 17-13	Appeals process; deletion of beginning teacher committee sending written response regarding intern's appeal
Page 78,	Lines 2-8	Delete incorporations by reference of unnecessary or outdated documents, or documents defined in the regulation

In addition to these proposed changes, references to the *Kentucky Teacher Standards* and deletions of the *New Teacher Standards* have been made throughout the regulation. References to the participation of some interns in TPA and of others in regular KTIP have been deleted. Language referring to requirements of twenty (20) hours and fifty (50) hours has been replaced with references to KRS 161.030. In addition, other minor changes are proposed throughout the regulation to offer clarification.

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Executive Director

Date:

March 17, 2008

1 EDUCATION PROFESSIONAL STANDARDS BOARD

2 (AMENDMENT)

3 16 KAR 7:010. Kentucky Teacher Internship Program.

4 RELATES TO: KRS 156.101, 161.028, 161.030, 161.048, 161.095

5 STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030, 161.1222

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.030(5) requires that all new
7 teachers and out-of-state teachers with less than two (2) years of successful teaching experience
8 who are seeking initial certification in Kentucky shall serve a one (1) year internship. This
9 administrative regulation establishes the requirements for the Kentucky Teacher Internship
10 Program.

11 Section 1. Definitions.

12 (1) "Confirmation of Employment" means the electronic form or a hardcopy of the same
13 name that is contained in the electronic system used by the Education Professional Standards
14 Board and used to document employment of a teacher intern.

15 (2) [(+)] "Half-time basis" means teaching fifteen (15) hours per week in the intern's area of
16 certification.

17 (3) [(2)] "Instructional day" means a day that:

18 (a) The teacher intern is performing regular teaching responsibilities in an instructional
19 setting, or is completing professional development for compensation from the district or
20 employing school; and

(b) Does not include annual leave, sick leave, or other authorized or unauthorized leave time.

(4) [(3)] "Resource Teacher Time Sheet" means ~~[a copy of]~~the electronic document or a hardcopy of the same name that is contained in the electronic system used by ~~[on]~~ the Education Professional Standards Board and used to record in-class hours and, for compensation, resource teacher out-of-class hours. ~~[(EPSB) Web site, www.kyepsb.net and in the publication, "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants."]~~

(5) [(4)] "Teacher intern" means any new teacher or out-of-state teacher with less than two (2) years of successful teaching experience, preschool through grade twelve (12), who has obtained a provisional certificate and is seeking initial certification in Kentucky.

Section 2. Basis for Professional Judgment by the Beginning Teacher Committee. (1) A teacher intern and the beginning teacher committee shall follow the requirements established in this administrative regulation ~~[-and in "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants"]~~.

(a) 1. The intern shall successfully complete a KTIP Teacher Performance Assessment.
2. The assessment shall be organized according to three cycles of the internship year and shall be a set of ten teaching tasks designed to provide interns the opportunity to demonstrate performance of the Kentucky Teacher Standards.

(b) The ten teaching tasks shall be grouped into three components as follows:

1. Component I: Classroom Teaching.

a. Task A: Develop a Lesson Plan

b. Task B: Demonstrate Teaching Skills during Classroom Observation

c. Task C: Analyze and Evaluate Teaching of a Lesson

2. Component II: Professional Responsibilities.

a. Task D: Collaborate to Address Special Learning Needs

b. Task E: Assess and Manage Professional Growth

c. Task F: Demonstrate Professional Leadership

3. Component III: Instructional Unit.

a. Task G: Design Learning Objectives and Assessments for an Instructional Unit

b. Task H: Design Instructional Strategies and Activities for the Instructional Unit

c. Task I: Analyze, Use and Communicate Unit Learning Results

d. Task J: Reflect on and Evaluate Teaching and Learning in the Instructional Unit

(2) In arriving at its professional judgment, the beginning teacher committee shall utilize the scoring rubrics contained within the Kentucky Teacher Internship Program Teacher Performance Assessment Intern Performance Record, incorporated by reference, and take into consideration the progress of the teacher intern throughout the school year and, particularly, the level of performance that has been achieved near the end of the internship. The beginning teacher committee shall determine the progress and improvement of the teacher intern, pursuant to KRS 161.030, by:

(a) A systematic observation of classroom performance;

(b) An ongoing review of documented evidence developed by the intern of progress toward demonstration of the applicable standards; and

(c) A review of the teacher intern's response to the suggestions and recommendations made by the beginning teacher committee during its meetings with the teacher intern throughout the internship.

(3) Throughout the internship, the teacher intern and the beginning teacher committee shall utilize the Kentucky [New] Teacher Standards [for Preparation and Certification] established by

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the Education Professional Standards Board in 16 KAR 1:010. Interns and their committees ~~[utilizing the new Teacher Performance Assessment]~~ shall use the indicators ~~[benchmarks]~~ for each standard as outlined in the Teacher Performance Assessment Handbook.

~~[(4) For interns and committees utilizing the new Teacher Performance Assessment, the intern shall demonstrate a Leadership Standard. Scoring for the Leadership Standard shall not apply to a determination of the intern's success or failure of the internship.]~~

Section 3. Beginning Teacher Committee Membership Appointment. (1)(a) School districts shall maintain a pool of resource teachers and principals who have successfully completed the Kentucky Teacher Internship Program Committee training in order to assure eligibility for appointment to beginning teacher committees.

(b) The Kentucky Teacher Internship Program Committee training may be approved for up to twelve (12) hours of professional development credit toward the continuing education requirements for resource teachers pursuant to KRS 161.095 and Effective Instructional Leadership Act (EILA) credit for administrators pursuant to KRS 156.101.

(2) The employing school district shall recommend principals and resource teachers for appointments by the Education Professional Standards Board to beginning teacher committees.

(3) If the teacher intern is teaching at a nationally or regionally accredited nonpublic school without a principal, the accrediting organization's guidelines for designating the school head or school leader shall be used by the employing school in making the recommendation for appointment of the principal member. If no guidelines exist, the school shall provide a written rationale for the appointment to the Education Professional Standards Board for approval.

(4) Representatives of the teacher training institutions shall consult the Education Professional Standards Board with respect to the school districts and the geographical area to be served by teacher educator members on beginning teacher committees. All teacher educators shall have

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completed the Kentucky Teacher Internship Program Committee training in order to assure eligibility for appointment to beginning teacher committees.

(5) The teacher training institution shall appoint a teacher educator no later than thirty (30) days after being notified by the district of the need for a teacher educator [~~October 1 for the fall semester and February 15 for the spring semester~~]. If the teacher intern is employed after the date required to submit the Confirmation of Employment in accordance with Section 4(3)(a) of this administrative regulation [~~for appointment of the teacher educator~~], the teacher training institution shall appoint a teacher educator no later than ten (10) days after being notified by the district of the need for a teacher educator.

(6) If the superintendent or designated nonpublic school head or leader determines that a teacher educator is unsuitable for appointment, the superintendent or designated nonpublic school head or leader shall submit a written request for removal to the Education Professional Standards Board. The request shall contain the following:

(a) The facts and circumstances that form the basis for removal for cause; and

(b) The name of a qualified replacement submitted after consultation with the principal of the employing school and the [~~district or employing school~~] Kentucky Teacher Internship Program University and District Coordinators.

(7) The Education Professional Standards Board shall send written notification to the teacher intern, the beginning teacher committee, the superintendent or designated nonpublic school head or leader, and the teacher training institution of its decision regarding the request for removal.

Section 4. Requirements for Time in the Internship and Classroom Assignment. (1) The one (1) year internship shall be completed during one (1) of the following:

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(a) No less than 140 instructional days of employment in a certified position in the intern's area of certification for which the teacher intern receives compensation during one (1) school year; or

(b) Two (2) semesters totaling at least 140 instructional days of employment in a certified position in the intern's area of certification for which the teacher intern receives compensation in two (2) consecutive school years.

(2) The internship shall be established for each teacher intern whose initial employment begins at any time during the school term except if the date of employment does not allow for completion of at least seventy (70) instructional days of employment during the school year. If the period of employment is less than seventy (70) instructional days in a school year, the local school district shall declare an emergency as provided in KRS 161.100, authorizing the superintendent to request an emergency teaching certificate. The employing school district shall be responsible for providing assistance and supervision to the new teacher during the period of employment under an emergency certificate.

(3)(a) The school district or nonpublic school shall complete and submit to the Education Professional Standards Board the Confirmation of Employment in electronic form or in hard copy if the electronic submission system is unavailable:

1. Within 30 days from date of hire or on or before October 15, whichever occurs first, for a teacher intern participating in the internship for the fall semester or full year; or

2. Within 30 days from date of hire or on or before February 15, whichever occurs first, for a teacher intern participating in the internship for the spring semester.

(b) If the teacher intern begins employment after the dates established for submission of the Confirmation of Employment in paragraph (a) of this subsection, the school district or employing school shall submit the Confirmation of Employment in electronic form or in hard copy if the

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1 electronic submission system is unavailable within ten (10) days of the date of hire. A one (1)
2 year internship certificate shall be issued in accordance with the provisions of 16 KAR 2:010 and
3 16 KAR 4:050.

4 (c) If the district or employing school fails to report verification of enrollment in the
5 internship by the applicable date established in paragraph (a) or (b) of this subsection, and there
6 is insufficient time remaining for the teacher intern to complete the number of days required
7 under subsection (1) of this section, the district or employing school shall declare an emergency
8 as provided in KRS 161.100, and the teacher intern shall enroll in the internship in the next
9 semester of employment when at least seventy (70) instructional days are available.

10 (d) Failure to submit the completed Confirmation of Employment or declare an emergency in
11 accordance with paragraph (a), (b), or (c) of this subsection shall:

- 12 1. Be a violation of KRS 161.020; and
13 2. Result in the number of days the teacher intern taught without a valid certificate being
14 included in the out of field report submitted to the Commissioner of the Department of Education
15 in accordance with KRS 161.1221.

16 (4) A teacher intern may participate in the internship if the intern is teaching in the intern's
17 area of certification on at least a half-time basis. A school district or nonpublic school offering
18 employment to a new teacher for part-time services which do not conform to the definition of
19 half-time basis shall request a waiver from the Education Professional Standards Board staff for
20 the new teacher to participate in the Kentucky Teacher Internship Program. The waiver request
21 shall detail how the part-time employment offered by the district or nonpublic school is
22 commensurate with the half-time basis requirement of this administrative regulation.

23 (5)(a) Termination or resignation of the internship shall be prohibited unless a written
24 resignation detailing the facts surrounding the resignation is received and approved by:

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1. The superintendent or designated nonpublic school head or leader; and

2. The Education Professional Standards Board staff.

(b) A teacher intern who terminates or resigns the internship without the approval of the Education Professional Standards Board staff shall be recorded as unsuccessfully completing the internship for that school year.

(6) The internship shall be established in a classroom which corresponds to the certificate of the teacher intern. An internship shall not be established in a classroom designated as an alternative school, classroom or program unless the district superintendent or designated nonpublic school head or leader submits a written request for a waiver to the staff of the Education Professional Standards Board. The request shall include the following:

(a) The type of students that attend the alternative school, classroom or program;

(b) The student selection and placement process;

(c) The level of support for students and faculty provided by the district or nonpublic school;

(d) The degree of administrative support within the program, classroom or school;

(e) The location and facility that houses the program, classroom or school;

(f) The instructional resources available to the faculty;

(g) The curriculum used by the program, classroom or school;

(h) The manner in which the program, classroom or school collaborates with other schools within the district;

(i) The current faculty and staff positions assigned to the program, classroom or school;

(j) A brief description of how a teacher intern placed in the alternative program, classroom or school could demonstrate that the teacher intern has met all of the applicable standards;

(k) Contact information for an individual who could provide additional information about the request; and

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(l) A signed affidavit by the superintendent, the superintendent's designee, or the designated nonpublic school head or leader confirming the information.

(7) The Education Professional Standards Board staff shall grant the waiver if there is a determination that the request and accompanying documentation sufficiently demonstrate that the level of support and services provided to the teacher intern assigned to an alternative school, classroom, or program is equivalent to that provided to a teacher intern placed in a non-alternative setting, and that the intern assigned to the alternative school, classroom, or program shall be provided the opportunity to successfully demonstrate all Kentucky Teacher Standards.

(8) If the waiver is granted, it shall remain in effect for the duration of the internship.

Section 5. Designation and Duties of Chair; Responsibilities of Resource Teacher, Teacher Intern, and Teacher Educator; Requirements for Timing and Content of Beginning Teacher Committee Meetings. (1) The principal member of the three (3) person beginning teacher committee shall serve as chair and shall be responsible for convening the committee and coordinating its efforts by scheduling observations and committee meetings. The chair shall be responsible for the timely submission of all documents and reports of the beginning teacher committee as required by this administrative regulation. All documents and reports shall be submitted through the electronic reporting system, or by hard copy if the electronic reporting system is unavailable. In addition, the chair shall:

(a)1. Make three (3) official observation visits to the teacher intern's classroom with each observation lasting one (1) hour in duration or one (1) class period; or

2. Make two (2) one (1) hour or one (1) class period observation visits followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lesson[s];

Agenda Book

(b) Conduct a lesson plan review prior to each of the three (3) observations and a post-observation conference after each observation;

(c) Report progress observed and concerns to the committee at the scheduled committee meetings;

(d) Monitor the time that the resource teacher spends with the teacher intern both in and out of class and sign the electronic version of the resource teacher time sheets or the hard copy of the resource teacher time sheets if the electronic reporting system is unavailable; and

(e) Ensure that all program policies and procedures are followed.

(2) The resource teacher shall be a mentor to the teacher intern and assess the teacher intern's progress in the internship.

(a) The resource teacher, upon completion of Kentucky Teacher Internship Program Committee Training and upon appointment, shall begin to assist the teacher intern.

(b) The resource teacher shall spend the required amount of ~~[a minimum of twenty (20)]~~ hours working with the teacher intern in the classroom setting as specified in KRS 161.130.

1. As a portion of the ~~[twenty (20)]~~ hours, the resource teacher shall conduct:

a. Three (3) official observations with each observation lasting one (1) hour in duration or one (1) class period; or

b. Two (2) observations lasting one (1) hour in duration or one (1) class period followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lesson[s].

2. The observations shall be preceded by a pre-observation conference and lesson plan review and shall be concluded with a post-observation conference.

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(c) Pursuant to the resource teacher requirements established in KRS 161.030(7), a resource teacher shall complete ~~[at least fifty (50) hours of]~~ out-of-class time identified in KRS 161.030 in consultation with the teacher intern to:

1. Assist the teacher intern in the development of the professional growth plan;
2. Assist the teacher intern in areas identified in the professional growth plan;
3. Assist the teacher intern with instructional activities such as planning, management techniques, assessment, and parent conferences;
4. Assist the intern in arranging ~~[Arrange activities for the teacher intern such as]~~ attendance at seminars, conferences, or lectures offering educational assistance commensurate with the teacher intern's professional growth plan; and
5. Continually assess the teacher intern's progress in the internship in relation to each of the Kentucky Teacher Standards. ~~[new teacher standards; and]~~

~~[6. Enter and submit data into the online Resource Teacher Time Sheet or the hard copy of that document if the electronic reporting system is unavailable. This document is located within "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants," incorporated by reference.]~~

(d) The resource teacher shall divide the consultation time required in paragraphs (b) and (c) of this subsection into appropriate increments that provide support for the teacher intern throughout the internship ~~[semester]~~. The resource teacher shall not spend this required consultation time with the teacher intern at required in-school ~~[in-school]~~ or district-wide meetings, or any other activity for which the resource teacher receives compensation from the district or employing school, to include a professional development activity.

(3) The teacher intern shall:

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(a) Complete all requirements of the Kentucky Teacher Internship Program as established in KRS 161.030 and this administrative regulation, including compliance with the Kentucky Teacher Standards [~~new teacher standards~~];

(b) Attend the orientation, pre-observation and post-observation conferences with individual committee members, and all beginning teacher committee meetings;

(c) Participate with the resource teacher in [~~the fifty (50) hours of~~] consultation time to be spent outside of an instructional setting in the amount of time specified in KRS 161.030;

(d) Cooperate with the resource teacher in completing the [~~twenty (20) hours of~~] instructional observations [~~observation~~];

(e) Complete a professional growth plan (PGP);

(f) Prepare for three (3) official one (1) hour observations by each committee member during the year, including submitting a written lesson plan to the observer in a timely fashion prior to each visit. Each observation shall be one (1) hour in duration or one (1) class period;

(g) Develop documentary evidence of progress toward demonstration of the applicable standards for presentation and review at committee meetings; and

(h) Review all electronic documents completed by the beginning teacher committee and affix an electronic signature if required. If the electronic version of the documents is[~~are~~] unavailable through the electronic reporting system, the teacher intern shall review and sign hard copy versions of these documents.

(4) The teacher educator shall:

(a)1. Make three (3) official observations of the teacher intern with each observation lasting one (1) hour in duration or one (1) class period; or

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2. Make two (2) observations of one (1) hour in duration or one (1) class period, followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lesson ~~[lessons]~~;

(b) Conduct a lesson plan review prior to each of the three (3) observations and a post-observation conference after each observation; and

(c) Report progress observed and concerns to the committee at the scheduled committee meetings.

(5) Observations and committee meetings shall be scheduled in accordance with the following:

(a) The orientation meeting shall be held prior to the conduct of any formal classroom observations of the teacher intern;

(b) The classroom observations by all committee members shall occur prior to the corresponding committee meeting;

(c) [(b)] The classroom observations and second committee meeting shall be held between one (1) and sixty (60) instructional days following the orientation meeting ~~[and shall have been preceded by classroom observations by all committee members];~~

(d) [(c)] The classroom observations and third committee meeting shall be held between sixty-one (61) and 110 instructional days following the orientation meeting ~~[and shall have been preceded by classroom observations by all committee members];~~ and

(e) [(d)] The taping and review of the video or classroom observations and fourth committee meeting shall be held between 111 and 140 instructional days following the orientation meeting ~~[and shall have been preceded by classroom observations by all committee members].~~

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(6) Committees formed during the spring semester shall establish a meeting schedule that observes the time sequences established in subsection (5) of this section for the full-year teacher interns but which shall span the spring and fall semesters of two (2) consecutive school years.

(7)(a) Classroom observations conducted by committee members shall be:

1. Of at least one (1) hour or one (1) class period in duration; and

2. In the classroom or at the work station of the teacher intern.

(b) Additional classroom observations may be conducted at the option of the committee.

(c) All classroom observations shall be scheduled in advance in order to provide adequate time for preparation by the teacher intern.

(8) All members of the committee shall attend all four (4) meetings of the committee.

(9) At the orientation meeting of the beginning teacher committee, the following items shall be addressed:

(a) Expectations on the part of the teacher intern and each committee member;

(b) Procedures and materials for classroom observations;

(c) Use of classroom observation data in designing the teacher intern's professional growth plan;

(d) Requirements for the teacher intern for compiling documentary evidence of progress toward demonstration of the applicable standards;

(e) General schedule for the events to take place during the internship program; and

(f) Work of the resource teacher with the teacher intern.

(10)(a) The primary purpose of the second and third committee meetings shall be to provide the teacher intern with information based on classroom observations, review of the teacher intern's documented evidence of progress toward demonstration of the applicable standards, and reports of the resource teacher that shall support the growth of the teacher intern.

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(b) The committee shall provide the teacher intern at the second, third, and fourth meetings with a consensus assessment of the teacher intern's progress in the internship in relation to each of the new teacher standards.

(11) The Professional Growth Plan (PGP) shall be initiated at the second committee meeting.

(12) The third meeting shall include a review of expectations for the performance of the teacher intern, taking into account the reflections of the teacher intern and the committee members, and incorporating these expectations and reflections into the PGP.

(13) The fourth meeting shall include a professional judgment by the committee members on the satisfactory completion of the one (1) year internship. This judgment shall be based upon the teacher intern's ability to meet the requirements of all Kentucky Teacher Standards ~~[new teacher standards]~~.

Section 6. Decision by the Beginning Teacher Committee, Reporting, and Certification Actions.

(1)(a) The decision of the beginning teacher committee as to satisfactory completion of the internship for all full-year teacher interns shall be reported by the chair to the local school superintendent or other employer and to the Education Professional Standards Board by May 1 or no later than two (2) weeks following the final committee meeting, whichever occurs first.

(b) For ~~[midyear]~~ teacher interns completing the internship in December, the final report shall be submitted by December 15.

(c) If a teacher intern's performance is judged by the committee to be unsuccessful, the school district or employing school shall submit the following documentation to the Education Professional Standards Board by the above mentioned deadlines: ~~[The final report shall be accompanied by the resource teacher time sheets.]~~

1. Record of Teacher Internship Year;

1 2. Resource Teacher Time Sheets;

2 3. All Teacher Performance Assessment documents;

3 4. School Calendar;

4 5. Video if available; and

5 6. Any electronic communication sent to intern along with read receipt and response back
6 from intern if available.

7 (d) All materials submitted become property of the Education Professional Standards Board
8 and shall not be returned to the teacher intern.

9 (2) Failure to meet the above deadlines may warrant action against the District
10 Superintendent's or employing school head or leader's certification.

11 (3) [(2)] If a teacher intern's performance is judged by the committee to be unsatisfactory, the
12 teacher intern shall have the opportunity to repeat the internship during one (1) additional school
13 year contingent upon employment within the period of validity of the statement of eligibility for
14 internship. If the teacher intern does not successfully complete the internship during the period of
15 validity of the statement of eligibility, the teacher intern shall requalify for admission to the
16 remaining one (1) year of internship by meeting the requirements in effect at the time of
17 reapplication for certification.

18 (3)(a) If the teacher intern is unable to complete the internship within one (1) school year in
19 accordance with the requirements of Section 5 of this administrative regulation, an interim report
20 shall be submitted to the EPSB through the electronic system, or by hard copy if the electronic
21 system is unavailable within ten (10) days of the date the internship ceases.

22 (b) Under extraordinary circumstances and with the approval of the EPSB, the teacher intern
23 may continue the internship during a subsequent school year if employed in a public or
24 nonpublic accredited school. Extraordinary circumstances shall include:

- 1 1. Serious medical conditions;
- 2 2. Temporary disability; or
- 3 3. Military deployment.

4 (c) The provisions of Section 4 of this administrative regulation shall not apply in this
5 situation.

6 Section 7. Payments to Committee Members.

7 (1) In accordance with the budgetary act, the Education Professional Standards Board shall
8 contract with the local school district, or make other appropriate arrangements, for the direct
9 service of a resource teacher to each teacher intern.[±

10 ~~—(a) The direct service of a resource teacher to each teacher intern;~~

11 ~~—(b) [Participation in classroom observations and committee meetings; and~~

12 ~~—(c) The employment of substitute teachers to provide at least twenty (20) clock hours of~~
13 ~~released time for the resource teacher to observe and assist the teacher intern during normal~~
14 ~~working hours.]~~

15 (2) A resource teacher shall:

16 (a) Not serve as a resource teacher for more than one (1) teacher intern concurrently; and

17 (b) Be paid a stipend in accordance with subsection (3) of this section.

18 (3)(a) Contingent upon funding, the Education Professional Standards Board shall provide a
19 stipend in an amount not to exceed \$1400 to each resource teacher as compensation for out-of-
20 class time spent with the teacher intern. ~~[Except as provided by paragraphs (b) and (c) of this~~
21 ~~subsection, the stipend shall be:]~~

22 (b) ~~[±]~~ The stipend shall be prorated if the required number of hours are not performed and
23 documented in legitimate and appropriate pursuit of successful completion of the internship

pursuant to the requirement of Section 5(2) of this administrative regulation. [\$1,400 for a year of service; and]

(c) The stipend shall be [2-] disbursed in accordance with KRS 161.030(6)(f) on a biannual basis corresponding to the semester in which the mentoring occurred or on an annual basis [for full-year interns] with payment being disbursed at the end of the one (1) year internship.

a. The frequency of the disbursement shall be at the option of the district if the resource teacher is serving in a public school district.

b. If the resource teacher is serving in a nonpublic school, the frequency of the disbursement shall be determined by the submission of the resource teacher time sheets.

~~[(b) If the school or school district where the internship takes place fails to submit the time sheets by the date stipulated in Section 6(1) of this administrative regulation, the Education Professional Standards Board staff shall refuse payment of the stipend.~~

~~—(c) The stipend shall be prorated if the required number of hours are not performed and documented in legitimate and appropriate pursuit of successful completion of the internship pursuant to the requirements of Section 5(2) of this administrative regulation.~~

~~Section 8. Use of the New Teacher Performance Assessment by Internship Participants. (1) Beginning with the 2006-07 school year, and for full-year interns beginning the Fall of 2007, a school or district may require all interns employed to use the new Teacher Performance Assessment in lieu of the traditional internship assessments contained within "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants."~~

~~—(2) Beginning January 1, 2008, all school districts and all nonpublic schools participating in the Kentucky Teacher Internship Program shall use the new Teacher Performance Assessment with all interns beginning their internship in lieu of the traditional internship assessments~~

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~~contained within "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants"~~

~~—(3) Prior to serving as a member of the beginning teacher committee for a teacher intern using the new Teacher Performance Assessment, the principal, resource teacher, and teacher educator each shall have completed the new Teacher Performance Assessment internship committee training.~~

~~—(4) During the year of the internship using the new Teacher Performance Assessment, the teacher intern and the beginning teacher committee shall utilize the Kentucky Internship Program scoring rubrics and forms contained within the Kentucky Teacher Internship Program Teacher Performance Assessment Handbook, incorporated by reference.~~

~~—(5) To the extent that they do not conflict with this section, all other provisions of this administrative regulation shall apply to the intern using the new Teacher Performance Assessment.~~

~~—(6) Participation in the Kentucky Teacher Internship Program using the new Teacher Performance Assessment shall not alter any rights ordinarily afforded to teacher interns or employing schools or school districts under the Kentucky Teacher Internship Program. Use of the new Teacher Performance Assessment shall not form a basis for appeal of a teacher intern's failure of the Kentucky Teacher Internship Program.]~~

Section 8 [9]. Appeals. (1)(a) When a Beginning Teacher Committee finds that an intern was unsuccessful, the Education Professional Standards Board shall notify the intern by certified mail.

(b) The teacher intern shall file a written notice of appeal within thirty (30) calendar days of the date the written notice of finding of unsuccessful completion of the internship is received by the teacher intern. If the teacher intern fails to maintain a current address with the Education

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Professional Standards Board or refuses to claim the certified mail the intern shall file a written notice of appeal within thirty-five (35) days of the date the notice is mailed to the teacher intern's last known address.

(c) If a written notice of appeal is not received within the above timeline the KTIP Committee's decision shall be final.

(2)(a) Appeals by teacher interns shall be reviewed by a committee of four (4) persons. The appeals committee shall include:

1. One (1) teacher;

2. One (1) principal;

3. One (1) teacher educator; and

4. The Executive Director of the Education Professional Standards Board, or his or her designee.

(b) The committee members shall be chosen from a pool of committee candidates appointed annually by the Education Professional Standards Board.

(c) An appeals committee member shall not take part in a decision in which the member has an interest or is biased.

~~[(1)(a) Appeals by teacher interns shall be reviewed by a committee of four (4) persons. The appeals committee shall include:~~

~~—1. One (1) teacher;~~

~~—2. One (1) principal;~~

~~—3. One (1) teacher educator; and~~

~~—4. The Executive Director of the Education Professional Standards Board, or his or her designee.~~

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~~—(b) The committee members shall be chosen from a pool of committee candidates appointed annually by the Education Professional Standards Board.~~

~~—(c) An appeals committee member shall not take part in a decision in which the member has an interest or is biased.~~

~~—(2)(a) The teacher intern shall file the appeal within thirty (30) calendar days of the date the written notice of failure of the internship is received by the teacher intern by certified mail return receipt requested. If the teacher intern fails to maintain a current address with the Education Professional Standards Board or refuses to claim the certified mail, the appeal shall be filed within thirty-five (35) days of the date the notice is mailed to the teacher intern's last known address.~~

~~—(b) Upon receipt of the appeal, the Education Professional Standards Board shall send a copy to the members of the beginning teacher committee. Each member may file a written response within fifteen (15) days of receipt.]~~

(3)(a) The appeals committee shall review the written appeal by the teacher intern, all beginning teacher committee reports, any additional documentation that accompanied the final report, and any written responses from the members of the beginning teacher committee.

(b) The appeals committee shall base its recommendation upon the following requirements:

1. Evidence of the teacher intern's ability to meet the requirements of the Kentucky Teacher Standards ~~[new teacher standards]~~;

2. Appropriate documentation of ~~[at least twenty (20) hours in]~~ the instructional setting and ~~[fifty (50) hours]~~ outside normal working hours spent by the resource teacher in assisting the teacher intern as specified in KRS 161.130;

3. Assignment of beginning teacher committee members in accordance with legal requirements;

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4. Compliance with the requirements for the timing, content, reporting, and signing of teacher intern performance records, meeting and observation forms, and resource teacher time sheets; and

5. Agreement between teacher intern performance records, professional growth plans, beginning teacher committee meeting reports, the teacher performance assessment, and the final decision of the committee.

(4) The appeals committee shall make a recommendation to the Education Professional Standards Board on the appeal within sixty (60) days following the receipt of the appeal, unless good cause exists for additional time. The Education Professional Standards Board shall issue a final decision in each appeal reviewed by the appeals committee. The Education Professional Standards Board may consider the appeals committee recommendation and the records reviewed by the appeals committee in issuing its decision.

(5) If the decision of the beginning teacher committee is not upheld, the Education Professional Standards Board shall issue the appropriate certificate to the teacher intern.

(6) If the decision of the beginning teacher committee is upheld, the Education Professional Standards Board shall issue another Statement of Eligibility for Internship, unless:

(a) The teacher intern has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program; or

(b) The period of validity of the statement of eligibility has expired.

(7) If, during the appeal process, it becomes evident that the beginning teacher committee has committed some procedural violation during the internship which makes it impossible to determine if the teacher intern has in fact been unsuccessful, the Education Professional Standards Board may nullify the internship and allow the teacher intern to repeat the internship without penalty.

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(8) If the teacher intern is not satisfied with the decision of the board based on the recommendation of the appeals committee, the teacher intern may request a formal hearing under the provisions of KRS Chapter 13B. The request shall be filed in writing with the Executive Director of the Education Professional Standards Board within fifteen (15) calendar days of the date the board's decision is received by the teacher intern.

(9) In notifying the teacher intern of the board's decision, the Education Professional Standards Board shall send the decision of the board by certified mail to the last known address of the teacher intern. If the teacher intern fails to maintain a current address with the Education Professional Standards Board [~~notify the Education Professional Standards Board of an updated or correct address~~], or refuses to claim the certified mail [~~when presented~~], the request for a hearing shall be filed in writing with the Executive Director of the Education Professional Standards Board within (20) calendar days of the date the board's decision is mailed to the teacher intern by certified mail.

Section 9. [~~10.~~] A teacher intern who has not successfully completed the internship and has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program shall not be eligible for a Kentucky teaching certificate under this administrative regulation.

Section 10. [~~11.~~] An intern serving the internship in Interdisciplinary Early Childhood Education (IECE) shall successfully demonstrate the Kentucky Teacher Standards [~~new teacher standards~~] as adapted to the IECE standards and shall utilize the KTIP IECE Intern Performance Record Observation Instrument incorporated by reference.

Section 11. [~~12.~~] Incorporation by Reference. (1) The following material is incorporated by reference:

(a) KTIP Intern Performance Record, March 2008; and

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(b) KTIP IECE Intern Performance Record, March 2008.

~~[(a) "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants," March 2005 edition;~~

~~—(b) "Statement of Eligibility/Confirmation of Employment form," revised November 2004;~~

~~—(c) "Kentucky Teacher Internship Program Teacher Performance Assessment Handbook", June 2006 edition;~~

~~—(d) KTIP TPA Intern Performance Record, June 2006 edition; and~~

~~—(e) "IECE Observation Instrument", January 2005 edition.]~~

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

Date

Dr. James G. Cibulka, Chairperson
Education Professional Standards Board

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PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on May 30, 2008 at 9:00 a.m. at the offices of the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Conference Room A, Frankfort, Kentucky 40601. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until June 2, 2008. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

Contact Person: Alicia A. Sneed, Director of Legal Services

Education Professional Standards Board

100 Airport Road, Third Floor
Frankfort, KY 40601
(502) 564-4606
FAX: (502) 564-7080

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Contact Person: Alicia A. Sneed, Director of Legal Services

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes the requirements, duties of participants, timelines, and assessment procedures for the Kentucky Teacher Internship Program.

(b) The necessity of this administrative regulation: This administrative regulation is necessary to codify the rights, duties, and responsibilities of all participants in the Kentucky Teacher Internship Program.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.028 establishes the Education Professional Standards Board and empowers the Education Professional Standards Board to establish the standards and requirements for maintaining a teaching certificate. KRS 161.030(5) provides that all new teachers and out-of-state teachers with less than two (2) years of experience shall serve a one (1) year internship. This administrative regulation complies with the requirements of KRS 161.030 by establishing appropriate timelines, assessments, and due process procedures for the internship.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation will assist in effective administration of the statute by complying with the requirements of KRS 161.030 by establishing the requirements, duties of participants, timelines, and assessments procedures for the Kentucky Teacher Internship Program.

(2) If this is an amendment to an existing administrative regulation, provide a brief summary of:

(a) How the amendment will change this existing administrative regulation: This amendment will change the existing administrative regulation by establishing the requirements of a new scoring rubric and system of assessment for the Kentucky Teacher Internship Program. The amendment also implements training requirements for members of the Kentucky Teacher Internship Committee. Any other proposed changes to this regulation are designed to improve the clarity of the regulation.

(b) The necessity of the amendment to this administrative regulation: This amendment is necessary to provide notice to the participants of the Kentucky Teacher Internship Program of

the changes to the scoring rubrics and assessments and to provide clarity for participants in the internship process.

(c) How the amendment conforms to the content of the authorizing statutes: This amendment complies with the requirements of KRS 161.030 by establishing appropriate timelines, assessment, and due process procedures for the Kentucky Teacher Internship Program.

(d) How the amendment will assist in the effective administration of the statutes: This amendment will improve the assessment currently used in the Kentucky Teacher Internship Program making the internship a more beneficial experience for the intern.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: This administrative regulation will affect approximately 2,500 applicants seeking initial teaching certification in Kentucky, 174 valid school districts, dozens of private schools along with their staff, and the 22 university and college educator preparation programs.

(4) Provide an analysis of how the entities identified in question (3) will be impacted by either the implementation of this administrative regulation, if new, or by the change, if it is an amendment, including:

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: The school districts and private schools will have to ensure that their staff, who participate in the Kentucky Teacher Internship Program are trained to use the new scoring rubrics and assessments. The university and college preparation programs may choose to incorporate the new scoring rubrics and assessments into their programs. Regional universities are required by KRS 161.030 to provide training for the internship committee members. Trainers from these universities will need the required training of the new materials and processes.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There should not be any additional cost to the entities impacted by the regulation. The Education Professional Standards Board will bear the cost of training all participants in the Kentucky Teacher Internship Program.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): The new scoring rubrics and assessments will provide the intern with more feedback. The new assessments focus on student learning and assessment and will provide the intern with valuable classroom skills. School districts will benefit from well trained beginning teachers.

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(5) Provide an estimate of how much it will cost the administrative body to implement this administrative regulation:

(a) Initially: \$5,000,000

(b) On a continuing basis: \$5,000,000

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Funds provided by the General Assembly for the Kentucky Teacher Internship Program.

(7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No increase in fees or funding will be necessary to implement this administrative regulation.

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: This administrative regulation does not establish any fees, or directly or indirectly increase fees.

(9) TIERING: Is tiering applied? (Explain why or why not) NO, Tiering is not applied as every intern has to meet the same standards and each internship is to be conducted in a uniform manner.

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FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No.: 16 KAR 7:010

Contact Person: Alicia A. Sneed

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?

Yes X No _____

If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? School districts, regional universities, and the Education Professional Standards Board are impacted directly by this regulation.

3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 161.028(1) and KRS 161.030

4. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect. Any costs to the school districts shall be covered by the Education Professional Standards Board. There should be no additional costs to the Education Professional Standards Board as improvements to the rubrics are currently budgeted.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? There should be no revenue generated. The Kentucky Teacher Internship Program is not a revenue generating program.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? There should be no revenue generated. The Kentucky Teacher Internship Program is not a revenue generating program.

(c) How much will it cost to administer this program for the first year? There should be no additional costs to the Education Professional Standards Board as improvement to the rubrics is currently budgeted.

(d) How much will it cost to administer this program for subsequent years? There should be no additional costs to the Education Professional Standards Board as improvement to the rubrics is currently budgeted.

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.

Revenues (+/-):

Expenditures (+/-):

Other Explanation:

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EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item C

Action Item:

Educator Preparation Program Quality Measurement (EPPQM) Committee recommendation, tentative timelines, and subcommittee membership approval.

Applicable Statute and Regulations:

KRS 161.028 (1)

KRS 161.030 (10)

16 KAR 5:010 (5, 24 and 25)

Applicable Goals:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Goal 4: Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Issues:

1. Should the EPSB adopt the EPPQM committee recommendation to develop a Quality Review Report and replace the existing KEPP Report Card with a more robust set of accountability and constructive measures?
2. Should the EPSB adopt the tentative constructive and accountability timelines and approve the recommended subcommittee members? *Timelines are found under separate cover..*

Background:

In May of 2001, the EPSB approved the development and publication of a statewide report card for Kentucky's educator preparation programs (KEPP report card). The KEPP Report Card was designed to address the necessary program qualities as identified by the 2000 General Assembly in Senate Bill 77, by the EPSB via the state accreditation process, and by the federal government in the Title II reporting requirements. The purpose of the KEPP Report Card was to provide stakeholders a snapshot of the quality of teacher preparation programs throughout the Commonwealth in any given year. In May 2007, the EPSB appointed the Educator Preparation Program Quality Measurement (EPPQM) committee to review and make recommendations concerning the KEPP Report Card. Such a review was deemed necessary because this system had been in effect for over 5 years, and the measures used to determine program quality—the Quality Performance Index (QPI)—were due for revision.

The EPPQM Committee met on May 14, 2007. At this meeting the committee agreed that the program quality measurement portion (QPI) of the KEPP report card was inadequate and, as

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such, provided a technically flawed indicator of program quality. Consequently, the committee recommended that the Quality Performance Index (QPI) requirement as defined in 16 KAR 5:010 (Section 14 1c, Section 14 2b, and Section 25 18 a-e) be waived indefinitely as a component of the Kentucky Educator Preparation Program (KEPP) Report Card. In June 2007, the EPSB approved this recommendation, and the QPI portion of the KEPP Report Card has been waived indefinitely.

From June 2007 to December 2007, the EPPQM committee continued to work on a recommendation to replace the QPI. The committee submitted a final recommendation to the EPSB at the January 2008 board meeting as an information item. Briefly, the EPPQM committee recommended that multiple accountability and constructive measures be developed and implemented in order to provide valid, reliable, and fair unit level quality. The data from these measures would be presented to the EPSB for decision making purposes in an annual Quality Review Report. In addition, a subset of these measures would be available to the public as the annual KEPP Report Card.

The EPPQM committee recognized that the work involved to accomplish the task laid out in the recommendation is beyond the scope of committee. Instead, the committee recommends that a subcommittee be formed to develop each measure with the EPPQM committee acting in an advisory capacity. Below is a list of the recommended subcommittees. *A proposed membership list for each of the committees will be included in the board folders during the meeting.*

Accountability Measure Committees:*

- Praxis II Measurement Committee
- KTIP Scaled Measurement Committee
- Advanced Program Measurement Committee

Constructive Measure Committees:

- Program Completion Rates Committee
- Service Area Responsiveness Committee
- Revised PEDS Report Committee
- Revised Program Review Committee

**The EPPQM committee recognized and supports the work of the Division of Educator Preparation's Revised New Teacher Survey Committee as one of the Accountability Measure Committees.*

EPSB staff has developed tentative accountability and constructive measurement timelines for the development, testing, and implementation of each measure. The timelines are tentative because staff recognizes that a variety of factors (including but not limited to budget) can have a direct effect on the time it will take to accomplish each task. The EPPQM committee will meet periodically during this process in order to monitor and modify (when necessary) the timelines. If a timeline is modified, the Division of Educator Preparation will submit these changes to the EPSB for review.

Alternative Actions:

Issue 1:

1. Approve the EPPQM committee recommendation to develop a Quality Review Report and replace the existing KEPP Report Card with a more robust set of accountability and constructive measures.
2. Modify the EPPQM committee recommendation to develop a Quality Review Report and replace the existing KEPP Report Card with a more robust set of accountability and constructive measures.
3. Do not approve the EPPQM committee recommendation to develop a Quality Review Report and replace the existing KEPP Report Card with a more robust set of accountability and constructive measures.

Issue 2:

1. Approve the tentative constructive and accountability timelines and the recommended subcommittee members.
2. Modify the tentative constructive and accountability timelines and the recommended subcommittee members.
3. Do not approve the tentative constructive and accountability timelines and the recommended subcommittee members.

Staff Recommendation:

Issue 1: Alternative Action 1

Issue 2: Alternative Action 1

Rationale:

The EPPQM committee recommendation, subcommittee members, and tentative timelines were developed with careful consideration. State and national measures were taken into consideration when developing the recommendation. In addition, the EPPQM committee worked in collaboration with the Kentucky Association of Colleges of Teacher Education (KACTE) to finalize the proposed recommendation, and KACTE supports the recommendation as long as KACTE members are involved in the development process.

After presenting the recommendation to the EPSB as an information item at the January board meeting, EPSB staff opened up the subcommittee membership to KACTE. EPSB staff has also recruited P-12 educators as volunteers to serve on several subcommittees. EPSB staff made a concerted effort to ensure that all educator preparation units in Kentucky had an opportunity to have a representative on a subcommittee.

In conclusion, the Division of Educator Preparation recommends that the work outlined in the EPPQM recommendation be adopted and completed by the attached subcommittees following the tentative timelines for the following reasons:

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1. The recommendation attempted to modify the current measurement systems whenever possible in order to reduce the reporting burdens of the educator preparation units.
2. KACTE carefully examined and approved the recommendation.
3. KACTE members were offered the opportunity to volunteer to serve on any of the seven subcommittees listed above.
4. EPSB staff ensured that every educator preparation unit in Kentucky was given an opportunity to be a part of this work.
5. P-12 educators were included on several subcommittees.
6. The accountability and constructive measurement timelines were developed in cooperation with the Division of Educator Preparation (DEP) and the Division of Professional Learning and Assessment (PLA).
7. Staff from DEP and/or PLA will be represented on every subcommittee.
8. The EPPQM committee will continue to remain a viable committee and will act as an advisory group to the EPSB and the subcommittees.

Contact Person:

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Executive Director

Date:

March 17, 2008

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item D (1)

Action Item:

Kentucky Wesleyan College – Learning and Behavior Disorders P-12 (Bachelor’s level – dual certification program with P-5 or 5-9)

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 5:010

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the EPSB approve the following educator preparation program addition?

KENTUCKY WESLEYAN COLLEGE

7.0 EXCEPTIONAL CHILDREN GRADES P-12

Learning and Behavior Disorders

Background:

KRS 161.028 and KRS 161.030 provides for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation, a Content Area Program Review Committee, and the Reading Committee evaluated the program review document submitted for approval against performance-based program certification guidelines established by the EPSB. This program proposal meets all the requirements set out by the EPSB. An Executive Summary of the program is on page 91.

Groups/Persons Consulted:

Content Area Program Review Committee
Reading Committee

Alternative Actions:

1. Approve the proposed educator preparation program addition
2. Do not approve the proposed educator preparation program addition

Recommendation:

Alternative 1

Rationale:

The proposed educator preparation program addition meets the performance-based program requirements as established by the EPSB.

Contact Person:

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Executive Director

Date:

March 17, 2008

Executive Summary for New Program

The LBD (P-12) Dual Certification Program with Elementary P-5 or Middle Grades 5-9 certification program at Kentucky Wesleyan College (KWC) is dedicated to providing a unique opportunity for teacher education students in the field of Special Education. This program will provide an opportunity for teacher education students to extend their depth of knowledge by pursuing a dual certification program. KWC will strive to produce teachers in the field of elementary education and LBD or middle school education with LBD and fill a void that has been produced by a deficiency in the area of special education teachers.

Admission to the program will be based on the qualifications set forth by the KWC Teacher Education Program. Currently, these include minimum GPA of 2.5; minimum ACT 21, SAT 990 or PPST Reading 173, Writing 172 and Math 173; plus submission of a beginning portfolio and faculty committee interview. Candidates must also have completed ENGL 1301 and 1302, Writing Workshop I and II, CART 1341 Basic Public Speaking and ED 1100 Introduction to Education with a grade of “C” or above. These requirements will be based on the desired program of study for the dual certification in the areas of elementary or middle school programs. Exit requirements include GPA 2.5, successful completion of all coursework including student teaching and passing of relevant PRAXIS II exams.

The LBD program at Kentucky Wesleyan College will provide a vast variety of service delivery modems including face-to-face lectures, hands-on delivery, collaborative environments, on-line threaded discussions, and vast mediums for technology use including powerpoint presentations.

The rationale for implementing the LBD program at KWC is directly related to issues of teacher shortage in the field of special education and on-going mandates set forth by IDEA-04 and NCLB. For these reasons, it was imperative for KWC to be proactive and implement this program of study by producing not only teachers, but dual certified teachers in the workforce. Furthermore, this program will correlate with the mission of Kentucky Wesleyan College by developing leaders through a coordinated and integrated program of liberal arts education. Kentucky Wesleyan College seeks to help students realize their potential for leadership in all facets of life. Leadership is a critical part of who we are as an academic and service minded community of scholars. In harmony with the leadership emphasis of the college, the theme of the Teacher Education Program is “Teacher as Leader.” This important component of our mission is a notion we always attempt to instill in preservice teachers.

Agenda Book

16 KAR 5:010. Standards for accreditation of educator preparation units and approval of programs.

Section 22. Program Approval Action Outside the First or Regular Continuing Accreditation Cycle. (1) Approval of a program shall be through the program process established in Section 11 of this administrative regulation except that a new program not submitted during the regular accreditation cycle or a program substantially revised since submission during the accreditation process shall be submitted for approval by the EPSB prior to admission of a student to the program.

(2) For a new or substantially revised program, the EPSB shall consider a recommendation by staff, including review by the Continuous Assessment Review Committee, Content Program Review Committee, and the Reading Committee.

(3) A recommendation made pursuant to subsection (2) of this section shall be presented to the full EPSB.

(4) Program approval decision options shall be:

(a) Approval, with the next review scheduled during the regular accreditation cycle unless a subsequent substantial revision is made;

(b) Approval with conditions, with a maximum of one (1) year probationary extension for correction of a specified problem to be documented through written materials or through an on-site visit. At the end of the extension, the EPSB shall decide that the documentation supports:

1. Approval; or

2. Denial of approval; or

(c) Denial of approval, indicating that a serious problem exists which jeopardizes the quality of preparation of school personnel.

(5) The EPSB shall order review of a program if it has cause to believe that the quality of preparation is seriously jeopardized. The review shall be conducted under the criteria and procedures established in the EPSB "Emergency Review of Certification Programs Procedure" policy incorporated by reference. The on-site review shall be conducted by EPSB staff and a Board of Examiners team. The review shall result in a report to which the institution may respond. The review report and institutional response shall be used by the Executive Director of the EPSB as the basis for a recommendation to the full EPSB for:

(a) Approval;

(b) Approval with conditions; or

(c) Denial of approval for the program.

(6) If the EPSB denies approval of a program, the institution shall notify each student currently admitted to that program of the EPSB action. The notice shall include the following information:

(a) A student recommended for certification or advancement in rank within the twelve (12) months immediately following the denial of state approval and who applies to the EPSB within the fifteen (15) months immediately following the denial of state approval shall receive the certification or advancement in rank; and

(b) A student who does not meet the criteria established in paragraph (a) of this subsection shall transfer to a state approved program in order to receive the certificate or advancement in rank.

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item D (2)

Action Item:

Murray State University – School Media Librarian P-12 (Rank I level – Rank change only)

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 5:010

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the EPSB approve the following educator preparation program addition?

MURRAY STATE UNIVERSITY

**9.0 CONTINUING EDUCATION
School Media Librarian (Rank I)**

Background:

KRS 161.028 and KRS 161.030 provides for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation, a Content Area Program Review Committee, the Continuous Assessment Review Committee, and the Reading Committee evaluated the program review document submitted for approval against performance-based program certification guidelines established by the EPSB. This program proposal meets all the requirements set out by the EPSB. An Executive Summary of the program is on page 97.

Groups/Persons Consulted:

Content Area Program Review Committee
Continuous Assessment Review Committee
Reading Committee

Alternative Actions:

1. Approve the proposed educator preparation program addition
2. Do not approve the proposed educator preparation program addition

Recommendation:

Alternative 1

Rationale:

The proposed educator preparation program addition meets the performance-based program requirements as established by the EPSB.

Contact Person:

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Executive Director

Date:

March 17, 2008

Agenda Book

Executive Summary of the Murray State Rank I School Media Librarian (Rank change only)

Theme of the Unit

The ultimate goal of the College of Education at Murray State University is to educate individuals to become Reflective Decision-Makers, the unit's theme. Reflection in professional practice affords educators the ability to make decisions to best address the needs of each student. Reflection is the focus of course activities in the Rank I School Media Librarian and is the primary means by which candidates integrate course experiences with Kentucky Experienced Teacher Standards, KERA Initiatives, College of Education Dispositions, American Library Association/American Association of School Librarians for Initial Programs for School Library Media Specialist Preparation, and the candidates' own experiences, values, and beliefs about education. Throughout the program, candidates are required to reflect during class experiences on their developing ideas and the library media specialist role in improving student achievement.

Description of Continuous Assessment Plan

The program's continuous assessment plan includes multiple checkpoints to monitor student progress through the program and to aggregate student data to review for program improvement. Each year the program coordinator meets with an advisory council consisting of school library media specialist active in the region who review data to make determinations about how to improve the program to better serve the candidates and public school communities. Portfolio assessment is major assessment tool in the plan as it provides opportunities for candidates to reflect on their growth and understanding of educational principles related to the library media field. The electronic portfolio created in Livetext also provides formative and summative evaluation of candidate knowledge and demonstration of skills in accordance with Kentucky Experienced Teacher and the ALA/AASL Standards. A focus point of the portfolio is a statement of the candidates' vision of the role of the library media specialist in the school curriculum. Additional data and candidate information is used to determine program admission (GPA of 3.0 or higher, Library Media certification, Masters Degree or 5th Year program). Course embedded competency assessments are used throughout the program to document candidate progress in meeting Kentucky Experienced Teacher and ALA/AASL/NCATE Standards. These course projects include a 'collaborative literature unit,' an 'action research project,' and development of the 'vision statement' that explains the role of the media specialist in the school curriculum. A completed and approved course portfolio is required at program exit where it is scored using a rubric by the program coordinator. Other exit criteria include the completion of all coursework according to the preplanned program form and a GPA of 3.0 or higher.

Unique Features of the Program including Mode(s) of Delivery

The purpose of the program is to allow teachers with school librarian certification to gain Rank I advancement by taking courses that will provide additional development in their area of certification as well as refine their skills as school media librarians. At the present time, certified school media librarians who do not have ALA-accredited master's degrees, or who wish to take a program in western region of Kentucky can only receive Rank I advancement through coursework that is related but not specific to their field such as that in the elementary, middle or secondary master's degree programs. The design of the program took into consideration the time constraints experienced by school media librarians who take classes while they working full time. For this reason, the required core courses are offered online and generally asynchronously, so that the candidates can participate in class discussions at times that are convenient to a teacher's schedule. The program includes a professional core of six hours, but also 12 hours of elective courses so that candidates can design a program to meet individual professional needs.

Rationale for the Implementation of the Program

The Library Media +30 credit hour program for rank change only is intended to provide advanced coursework for school media librarians who are already certified but who would like advancement and additional professional experiences in the library media field. The program includes a minimum of six hours of graduate credit in professional education, 12 hours in the library media specialization field, and 12 elective hours planned by advisor and candidate as determined by the professional needs of the candidate. The program is a response to direct requests by practicing school media librarians to receive advancement in their specialized field of study.

Agenda Book

16 KAR 5:010. Standards for accreditation of educator preparation units and approval of programs.

Section 22. Program Approval Action Outside the First or Regular Continuing Accreditation Cycle. (1) Approval of a program shall be through the program process established in Section 11 of this administrative regulation except that a new program not submitted during the regular accreditation cycle or a program substantially revised since submission during the accreditation process shall be submitted for approval by the EPSB prior to admission of a student to the program.

(2) For a new or substantially revised program, the EPSB shall consider a recommendation by staff, including review by the Continuous Assessment Review Committee, Content Program Review Committee, and the Reading Committee.

(3) A recommendation made pursuant to subsection (2) of this section shall be presented to the full EPSB.

(4) Program approval decision options shall be:

(a) Approval, with the next review scheduled during the regular accreditation cycle unless a subsequent substantial revision is made;

(b) Approval with conditions, with a maximum of one (1) year probationary extension for correction of a specified problem to be documented through written materials or through an on-site visit. At the end of the extension, the EPSB shall decide that the documentation supports:

1. Approval; or

2. Denial of approval; or

(c) Denial of approval, indicating that a serious problem exists which jeopardizes the quality of preparation of school personnel.

(5) The EPSB shall order review of a program if it has cause to believe that the quality of preparation is seriously jeopardized. The review shall be conducted under the criteria and procedures established in the EPSB "Emergency Review of Certification Programs Procedure" policy incorporated by reference. The on-site review shall be conducted by EPSB staff and a Board of Examiners team. The review shall result in a report to which the institution may respond. The review report and institutional response shall be used by the Executive Director of the EPSB as the basis for a recommendation to the full EPSB for:

(a) Approval;

(b) Approval with conditions; or

(c) Denial of approval for the program.

(6) If the EPSB denies approval of a program, the institution shall notify each student currently admitted to that program of the EPSB action. The notice shall include the following information:

(a) A student recommended for certification or advancement in rank within the twelve (12) months immediately following the denial of state approval and who applies to the EPSB within the fifteen (15) months immediately following the denial of state approval shall receive the certification or advancement in rank; and

(b) A student who does not meet the criteria established in paragraph (a) of this subsection shall transfer to a state approved program in order to receive the certificate or advancement in rank.

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item D (3)

Action Item:

Lindsey Wilson College – Master of Education (Rank change only)

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030

16 KAR 5:010

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the EPSB approve the following educator preparation program addition?

LINDSEY WILSON COLLEGE

9.0 CONTINUING EDUCATION
Master of Education

Background:

KRS 161.028 and KRS 161.030 provides for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation, the Continuous Assessment Review Committee, and the Reading Committee evaluated the program review document submitted for approval against performance-based program certification guidelines established by the EPSB. An Executive Summary of the program is on page 103.

Groups/Persons Consulted:

Continuous Assessment Review Committee
Reading Committee

Alternative Actions:

1. Approve the proposed educator preparation program addition
2. Do not approve the proposed educator preparation program addition

Recommendation:

Alternative 1

Rationale:

The proposed educator preparation program addition meets the performance-based program requirements as established by the EPSB.

Contact Person:

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Executive Director

Date:

March 17, 2008

Executive Summary: Lindsey Wilson College – Master of Education (Rank change only)

Unit Theme The Unit’s Conceptual Framework is “Teacher as Leader in Small, Rural Schools.

Brief Description of the implementation of the Continuous Assessment Plan There are three assessment points to measure the Unit Goals from the Conceptual Framework’s Key Concepts (Knowledge, Pedagogy, Leadership, and Reflective Best Practices) and Foundation Elements (Standards, Theories of Learning, and Themes). A. Assessment Point 1 occurs as the candidates enter the program: academic record (transcript from an accredited college, resume, 2 ETS rating rubrics from professional educators, and an interview). B. Assessment Point 2 occurs during the third course of the program, and it consists of preparing and teaching a detailed lesson plan, complete with KERA initiatives, as is part of EDUC 5324 — Technology in Schools. C. Assessment Point 3 occurs during Seminar II. The candidates present their two Capstone Projects highlighting the impact on P-12 learning to the LWC M.Ed. Faculty, Graduate Education Committee Members and Site Administrators for evaluation and feedback. The candidates also complete end-of-program evaluations submitted to the M.Ed. Director and LWC Graduate Education Committee (GEC). All student feedback goes to the Division Data Manager, who processes the data into a spreadsheet format, and shares the information with M.Ed. Director, candidates, faculty, and LWC GEC. The M.Ed. Director, M.Ed. Faculty and the Graduate Education Committee will then utilize student data to make adjustments and changes to improve the program for subsequent cohorts.

KERA Initiatives The Capstone Projects will utilize candidates’ mastery of two course titles and demonstrate all appropriate KERA initiatives.

EPSB Themes EPSB Themes are outlined in Seminar 1 by the M.Ed. Director, and are integrated into all M.Ed. Coursework. The Themes are Foundation Elements in the Unit’s C/F.

Unique features of the Program The LWC M.Ed. program is grounded in research, but also is the result of a partnership between the College and area public schools. The philosophy, courses, and assessment practices are the result of conversations with surrounding area public school partners. One important facet of the LWC M.Ed. program that makes it distinctive is the use of Capstone Projects as a culminating experience. These projects have been designed to impact P-12 student learning, and they are supervised not only by the LWC M.Ed. Director, but also the local site administrators.

Rationale for the Implementation of the Program Kentucky requires Master’s Degrees for all its teachers. LWC graduates and local-area teachers have indicated they would enroll in a Master’s Program at Lindsey, if it was available. In addition, public schools surrounding the College have offered instructional support and classroom space for this graduate program.

Agenda Book
**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver

Action Item:

Requirements for Rank II

Applicable Statute or Regulation:

16 KAR 8:020, Section 1

Applicable Goal:

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools

Issue:

Should the Education Professional Standards Board (EPSB) accept a Master of Education in Occupational Training and Development to satisfy the requirements as an acceptable graduate program for Rank II?

Background:

Mr. Robert Miller holds a certificate for Teaching in the Middle Grades, Grades 5-8, Mathematics and Social Studies, effective July 1, 2007. Mr. Miller is requesting a waiver by the EPSB to allow his Master of Education in Occupational Training and Development to be used for Rank II status. In accordance with 16 KAR 8:020, Section 1, an acceptable graduate degree for rank change must enhance current certification; add another area of specialization to current qualifications; or advance qualifications to administration.

A copy of Mr. Miller's letter of rationale and a transcript showing the course work completed in this degree area are under separate cover.

Alternative Actions:

1. Approve the waiver request
2. Deny the waiver request

Contact Person:

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Executive Director

Date:

March 17, 2008

Agenda Book

16 KAR 8:020. Planned Fifth-year Program.

RELATES TO: KRS 157.390(1)(a), (b), 161.020, 161.028(1)(a), (c), (k), 161.030(1), (2)

STATUTORY AUTHORITY: KRS 161.028(1)(a), (c), (k), 161.030(1), (2)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a), (c), (k) and 161.030(1), (2) vests authority for the issuance and renewal of certification for all school personnel in the Education Professional Standards Board. This administrative regulation establishes the standards for the Fifth-year Program for certificate renewal.

Section 1. (1) The standards required for the renewal of a teaching certificate shall require completion of:

(a) The continuing education alternative plan as defined in 16 KAR 8:030; or

(b) Plan I or Plan II described in this administrative regulation and in keeping with one (1) or more of the following purposes:

1. To improve the professional competency for the position covered by the initial teaching certificate;
2. To extend the scope of professional competency to a certification area not covered by the initial certificate; or
3. To obtain preparation-certification required for professional advancement to a higher position.

(2) Upon application by the candidate, the teacher education institution shall verify the completion of the Fifth-year Program to the Division of Certification.

Section 2. (1) Plan I Fifth-year Program shall require the completion of a master's degree from a college or university which meets the standards established by the Education Professional Standards Board in KAR Title 16:

(a) In a professional education specialty for which certification is issued;

(b) In an academic subject for which teacher certification is issued; or

(c) In professional education with emphasis in an academic subject for which certification is issued.

(2) The master's degree shall be consistent with the experienced teacher standards established by the Education Professional Standards Board in 16 KAR 1:010 or with standards established by the Education Professional Standards Board in KAR Title 16 for a particular professional education specialty.

Section 3. Plan II Fifth-year Program shall require thirty-two (32) semester hours of graduate level coursework earned beyond the bachelor's degree and the four (4) year program of teacher preparation in accordance with the following guidelines:

(1) The Fifth-year Program shall be planned individually with each candidate by a teacher education institution approved for offering graduate programs of teacher preparation.

(2) The Fifth-year Program shall be a major component of the candidate's professional growth plan and shall be consistent with the experienced teacher standards established by the Education Professional Standards Board in 16 KAR 1:010 or with standards established by the Education Professional Standards Board in KAR Title 16 for a professional education specialty.

(3) The Fifth-year Program shall relate to the initial classroom teaching certificate or to an additional classroom teaching certificate.

(4) The grade point standing for the thirty-two (32) semester hour program shall not be less than is required at the planning institution for a teacher education graduate.

(5) Professional development in lieu of up to twelve (12) semester hours of the college credit shall be approved as part of Plan II Fifth-year Program if requested by the applicant using the following guidelines:

(a) Twenty-four (24) clock hours of professional development shall equal one (1) semester hour;

(b) The candidate shall seek and obtain prior approval of the institution for the professional development activities;

(c) The application for approval shall identify the specific professional development activities, and the action plan to achieve one (1) or more goals of the professional growth plan identified in subsection (2) of this section;

(d) Upon completion of the professional development activities, the candidate shall submit to the institution a report of the activities which shall include an evaluation of the experiences and a follow-up plan for implementing the professional development; and

(e) The institution shall keep a record of the professional development completed by each candidate for the Fifth-year Program.

Section 4. New Teacher Standards. An approved preparation program for initial certification to be completed at the master's degree level shall be consistent with the new teacher standards as established in 16 KAR 1:010. (21 Ky.R. 3100; eff. 8-3-95; Am. 24 Ky.R. 1944; 2369; eff. 5-18-98; 26 Ky.R. 437; 745; eff. 10-11-99; recodified from 704 KAR 20:021, 7-2-2002.)